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ABSTRACT

More than 100 individual and group activities, learning center ideas, and bulletin board suggestions are offered in this handbook for developing the writing skills of second, third, and fourth grade students. An analysis chart is provided as a diagnostic tool for determining the writing strengths and weaknesses of students. The activities are organized according to the analysis chart and include ideas for mechanics, language and vocabulary development, sentence structure, paragraphing, and understanding of task (following directions, using proper format, knowing the audience). Appendixes contain a list of language and composition objectives for grades two through four, suggestions on how to be a good storywriter, a basic word list, task cards for writing, and suggested activities not easily cataloged according to the analysis chart. (RL)

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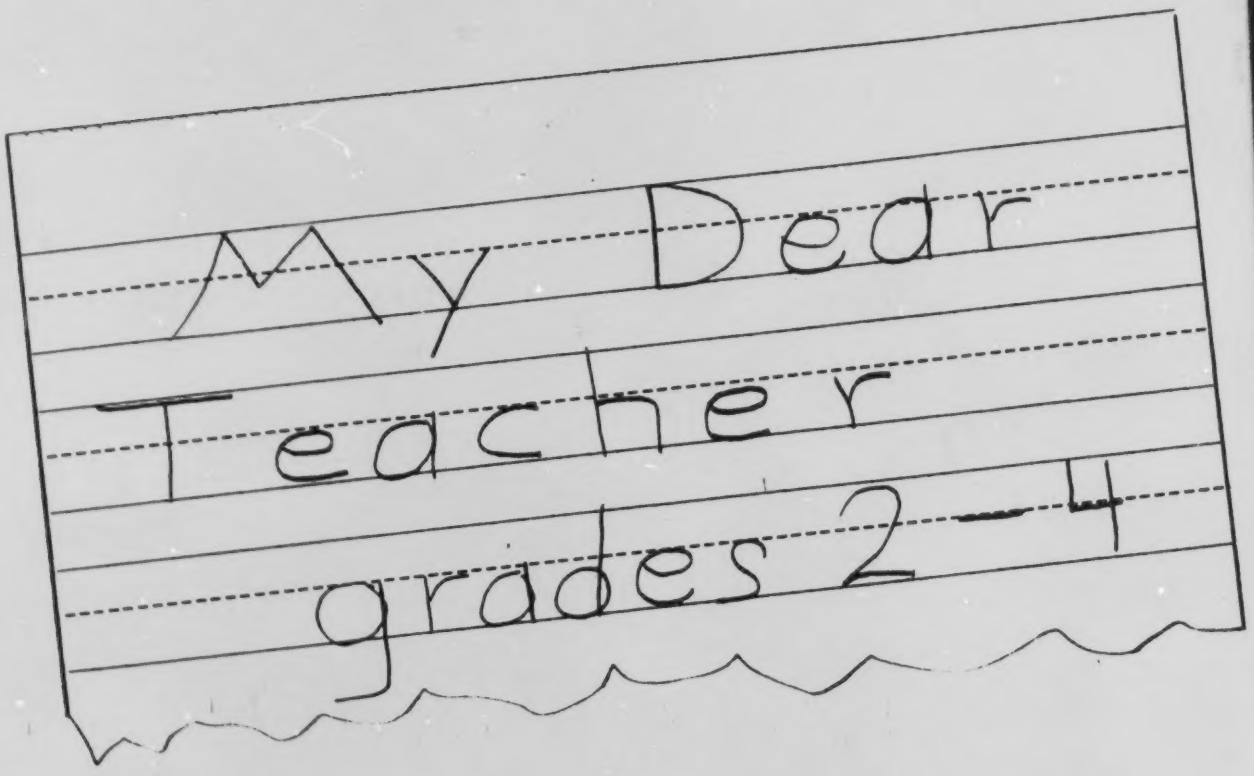
# DEVELOPMENTAL WRITING

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## INTRODUCTION

The purpose of this handbook is to provide a teaching tool, useable within any language arts program, for teachers of grades 2, 3 and 4. Included in the handbook are more than 100 individual and group activities, learning center ideas and bulletin board suggestions. All of these are designed to help students develop writing skills.

The analysis chart on the next page is a diagnostic tool to be used to determine strengths and weaknesses among your writing students. You may wish to use only one or two sections for primary students' writing efforts.

The activities are organized according to the analysis chart.

Activities designed for development of punctuation skills, for example, are labeled I-B-I or I-B-2, etc. Vocabulary development activities are in the second section and are labeled II-A, II-B, or II-C. Sentence Structure activities are in the third section, paragraphing in the fourth, and understanding the task activities are in the fifth section.

Helpful suggestions which were not easily cataloged into the analysis chart have been included in the appendix.

Analyzing Student Writing: Chart

| | Good | Average | Poor |
|---|---|---|---|
| I. Mechanics | | | |
| A. Spelling | | | |
| B. Punctuation | | | |
| C. Capitalization | | | |
| D. Subject/verb agreement | | | |
| E. Pronoun usage | | | |
| F. Handwriting | | | |
| G. Parts of speech | | | |
| II. Language | | | |
| A. Accurate word choice | | | |
| B. Conciseness | | | |
| C. Vocabulary - variety | | | |
| III. Sentence Structure | | | |
| A. Sentence sense (complete thoughts) | | | |
| B. Varied sentence structure | | | |
| IV. Paragraphing | | | |
| A. Logical order | | | |
| B. Main idea | | | |
| C. Appropriate details | | | |
| D. Coherence | | | |
| V. Understanding of Task | | | |
| A. Follows directions | | | |
| B. Proper format (letter, report, etc.) | | | |
| C. Consistent point of view (perspective) | | | |
| D. Sense of audience | | | |

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I. Mechanics

Objective: Students practice proofreading for mistakes in mechanics.

Procedure:

1. Write a "horrible example" on the board and distribute ditto sheets which duplicate it. Overhead transparency may work as well.

2. Go over the selection as a group. Pinpoint errors and correct them together. Rewrite the corrected paper.

Example:

Sam and I well play. Me and him ain't got nothing to do, so we was wathcin television. just then the fire sirens blown. We knowed that we shouldn't go and get in their way. We don't never disobey important instructions, so we watched from the window

There was an fire across The street. Sally was tooken two the hospital in a ambulance. His mother come with him.

We bring paper and crayons near the window. sam teared a page out of a coloring book and bring it to. I done that last time so I just drawd on paper.

Variation: Selections from content area subjects may be used as "horrible examples"

I.A.1. Spell It

Objective: The student recognizes words that begin with the same letter.

Procedure:

Place on board or on ditto the following words. Have the students underline the words in each line that begin like the first word.

1. ball did buy done

2. son spell cool sing

3. please found put purple

4. who your warm yellow

5. run or upon remember

I.A.2 The Long and Short Of It

Objective: The student marks long and short vowels.

Procedure:

Write the following sentences on strips and laminate. The students can then mark the long a vowel sound (ā) and the short a vowel sound (ă).

Examples:

Jane went to buy a blanket at the sale.

The carrots were on the table.

Ann had grape juice with her breakfast.

The caterpillar changed into a butterfly.

I.A.3 Short Stuff

Objective: The student practices marking short vowels.

Procedure:

Mark the short sounds of the vowels a, e, i, o, u with the curved mark above the letter.

Example:

Sue's cat ran away.

The puppy will run after the bird.

The robin chirped early in the morning.

I.A.4 Word Find

Objective: The student writes words using a given base.

Procedure:

Have students make lists of words according to the following word patterns. You can use either single letters or blends as the beginnings.

| | | |
|---|---|---|
| -all | -an | -ump |
| -old | -ear | -in |
| -it | -ound | -en |
| -ark | -oat | -ow |
| -et | -eat | -ake |
| -and | -ang | -ay |
| -ame | -end | -ill |
| -ight | -ate | -ot |

Example:

Make 4 -all words.

1. tall
2. small
3. ball
4. hall

Variations:

The words the student writes could be put into sentences, a poem or a paragraph.

I.A.5 Spelling Activities

Objective: Students practice spelling words correctly.

Procedures:

1. Find your longest spelling word.
   Write it vertically on your paper. Off that word, form other spelling words.

   Example:

   C a l f
   l a m b
   o w l
   c a t
   k i d

2. Use the words from your spelling list to make a crossword puzzle for the class. Remember to number the across and down squares. (Use graph paper).

3. Make a hidden word puzzle. Use the words in your spelling list. (Use graph paper).

4. Use the Morse Code to write your spelling words. Ask a friend to decode them. (Develop a number or symbol code and write a short message that includes some of your spelling words).

5. Scrambled eggs game. Spelling words are printed on index cards. Letters are cut apart and put into envelopes for younger students to unscramble.

6. Bonuses for spelling tests:

   a. Spell all the 3 letter words you know.
   b. Spell all the animals you can.
   c. Spell all the words that rhyme with "grew".

7. Have a "Talking Table" where students spell out words they wish to say to a friend.

8. Use flip-top cigarette boxes covered with contact paper.
   On the outside print a common word ending: ell
   ant
   tion, etc.

   Inside, place beginning consonants and blends that will fit with that ending to make a word.

I.A.6 Spelling

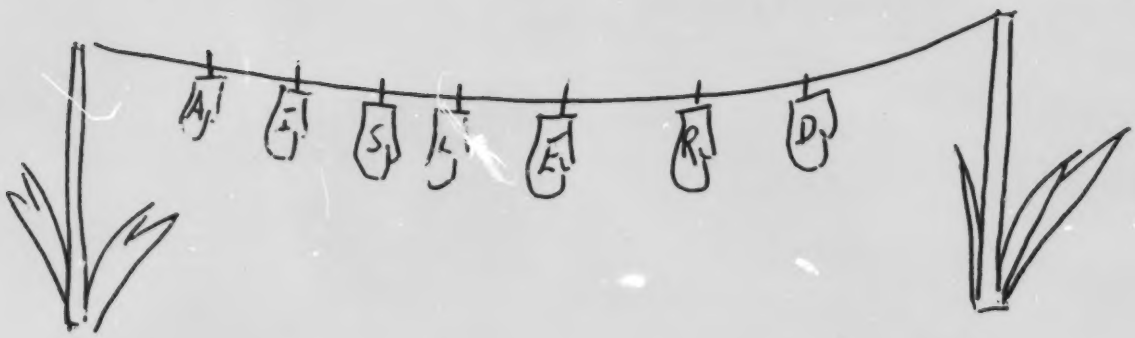
Objective: Students gain practice in forming correctly spelled words from a given set of letters.

How many words can you make with these mittens? (or flowers or leaves?) You may use as many or as few of them as you like - in any order.

A I S L E R D

Mittens may be clothespinned onto yarn or clothesline attached to the bulletin board. Letters may be changed each day.

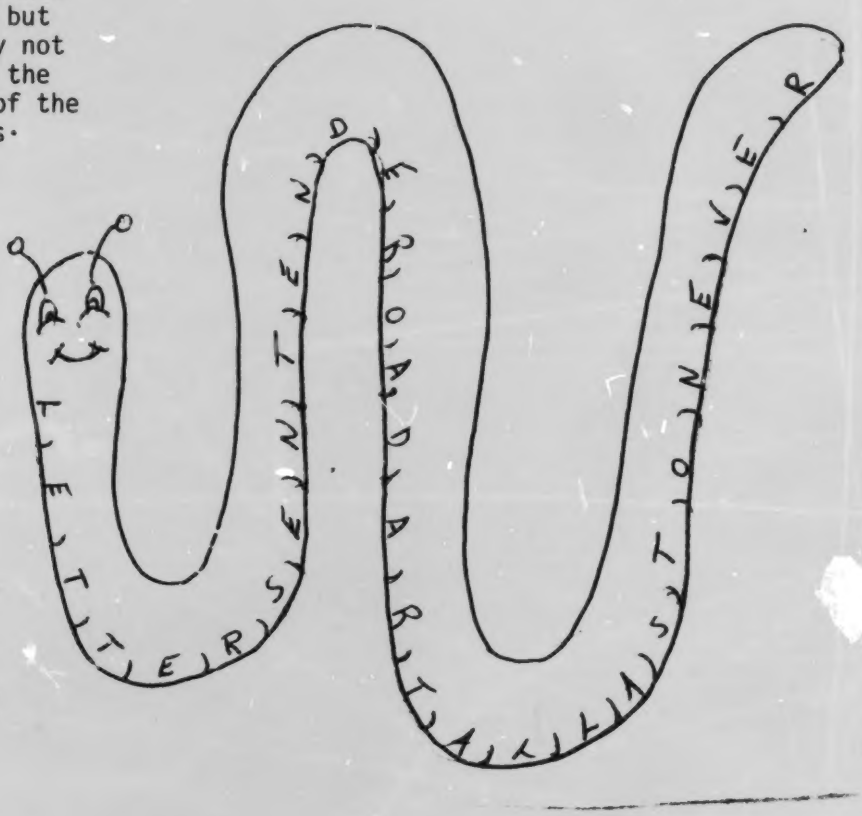
Procedure: Prepare a bulletin board with single letters assigned to separate mittens (or flowers or leaves).



I.A.7 Willie, the Word Worm

Objective: The student practices word recognition skills.

How many words can you find? You may use a word within a word but you may not change the order of the letters.



I.A.8 Endings

Objective: Children learn to use endings as an aid to spelling.

Procedure:

Have children read a silly sentence such as "Mell Prell who lived in the dell, could spell just swell, but he fell on a bell and wouldn't tell". Have them count the "ell" words and write a sentence using as many "ack" words as they can.

Other endings such as "at" or "ing" may be substituted.

I.A.9 Spelling Activities

Objective: Children use these activities to reinforce daily spelling lessons.

Procedure:

1. Have an on-going unit involving word games for four weeks. Assign points for each activity and give a prize for the youngster who compiles the highest score. Suggested activities are:

   a. Homemade crosswords

   b. Homemade word search puzzles

   c. Weird words - a student must find 25 weird words and give for each the part of speech, a definition and the use of the word in a weird sentence. Ex.: Fipple - noun - a plug near the mouthpiece of certain wind instruments. When the musician saw the monkey in the band, he swallowed his fipple.

   d. Additive games - add d in front of a kind of liquor and a b in front of eat to get an African rhythm - drumbeat.

   e. Reversals - turn a rodent into something used to pave a street - rat - tar

   f. Students can form alpha-sentences. Words can all begin with same letter or more adventuresome students can use all the letters consecutively.

2. Additional activities can be used to spark drill & practice lessons.

   a. Assign a student to explain each section of the workbook activities before they are tried.

   b. Alphabet game - Distribute a letter of the alphabet to each child. As words, are called, children come forward and arrange themselves to spell the word.

I.B.1. Punctuation

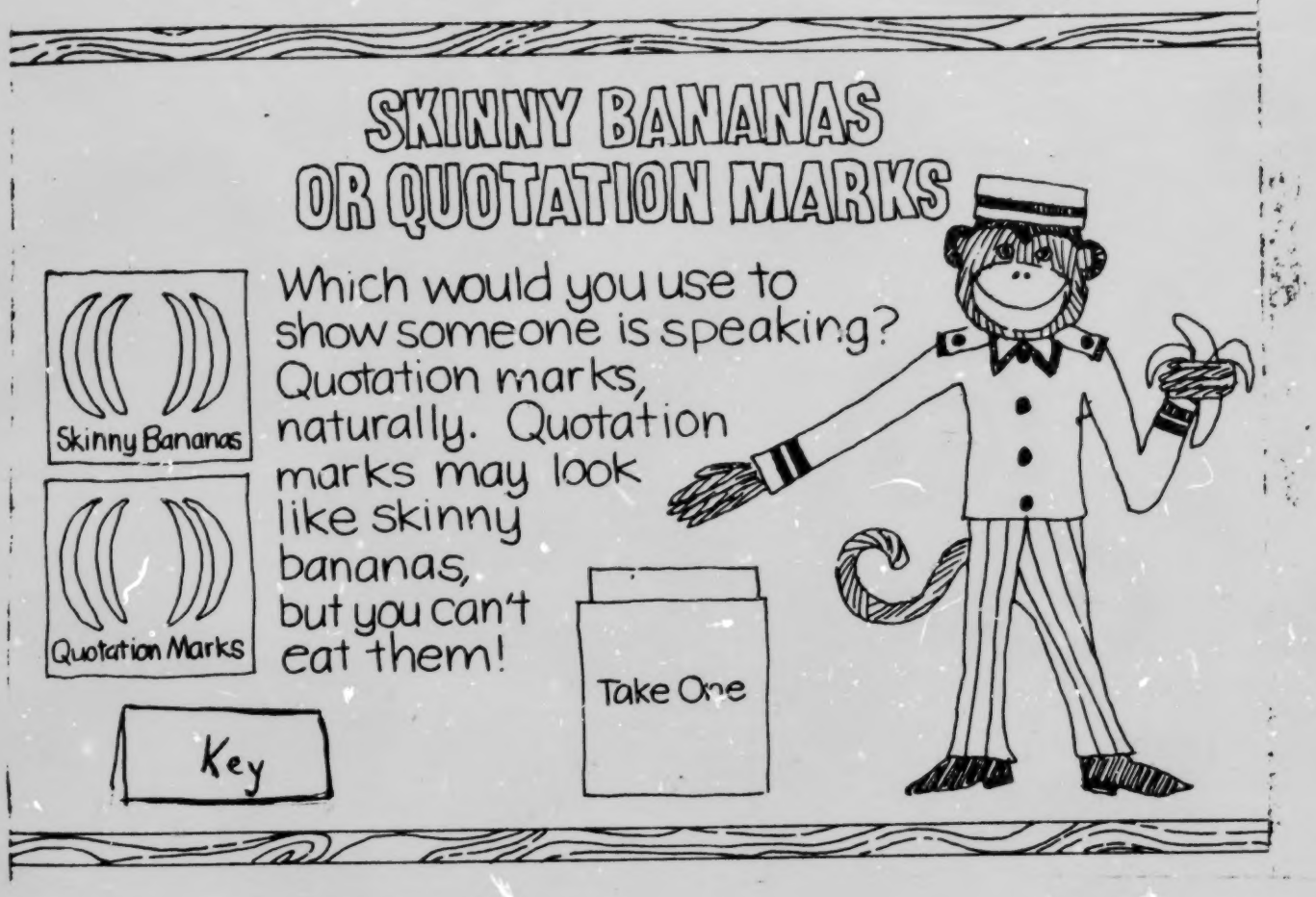
Objective: Students practice making sentences which include specific punctuation marks.

Procedure:

On blank dice label familiar punctuation marks ( . ? , ! " ). Have each student take a turn and roll the dice. Depending on what is rolled, the student will make up a sentence using that punctuation mark and write it on a sheet of paper.

I.B.2 Skinny Bananas Bulletin Board

Objective: Students practice using quotation marks correctly.


SKINNY BANANAS
OR QUOTATION MARKS
Skinny Bananas
Quotation Marks
Which would you use to show someone is speaking? Quotation marks, naturally. Quotation marks may look like skinny bananas, but you can't eat them!
Key
Take One

Procedure:

Construct bulletin board. In "Take One" pocket have laminated task cards which have sentences that require quotation marks. Student should put the quotation marks on the card and check his answers.

Additional Activity:

Use cartoon characters with bubbles for speech of characters. Transfer what's in the bubble to a sentence using a part of the "skin" of the bubble as quotation marks.

I.b.3 Silly Sentences Bulletin Board

Objective: Students learn to place subject modifiers in the correct position in a sentence.

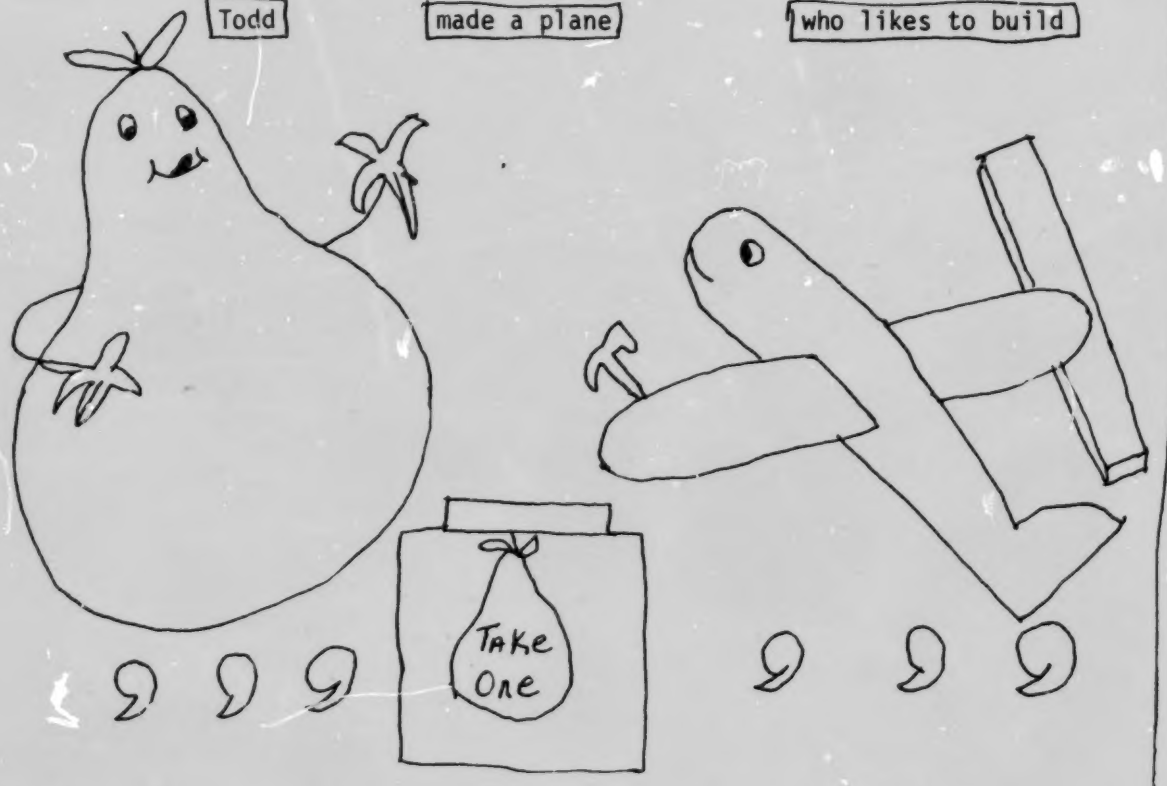
Procedure: Construct the following bulletin board. Use any of the related activities that you find applicable to your students.

Some sentences have 3 parts

| Subject | + Description | + Predicate |
|---|---|---|
| Brian | who likes to ride | bought a bike |

Can you unmix these mixed-up sentences?

| | | |
|---|---|---|
| Julie | ate a pear | who likes fruit |
| Eric | played a guitar | who likes music |
| Todd | made a plane | who likes to build |






(Make subject cards, description cards, predicate cards different colors).

Related Activities: The students can rearrange each sentence so that it makes sense. Then they can add the commas in the appropriate places. Afterward, the sentences can be put back in their scrambled order.

TAKE ONE SHEETS:

Some sentences have three parts:
1. The subject tells who.
2. The predicate tells what the subject does.
3. The modifier describes the subject.

Here are some sentences that have modifiers in them.
1. Underline the subject in blue crayon.
2. Underline the predicate in red crayon.
3. Underline the words that describe the subject in purple crayon.

Peter, who brought home a snake, loves to upset his mother.

Alice, who hates math, got a red zero in her homework.

Cathy, who likes to talk on the phone, got a sore throat.

Rewrite these sentences so that they make sense. Add commas where they belong. End each sentence with a period.

Lynne ate up all the ice cream who has a sweet tooth

_____

Johnny has a German shepherd who wants to be a veterinarian

_____

Ken has a stamp collection who wants to make money

_____

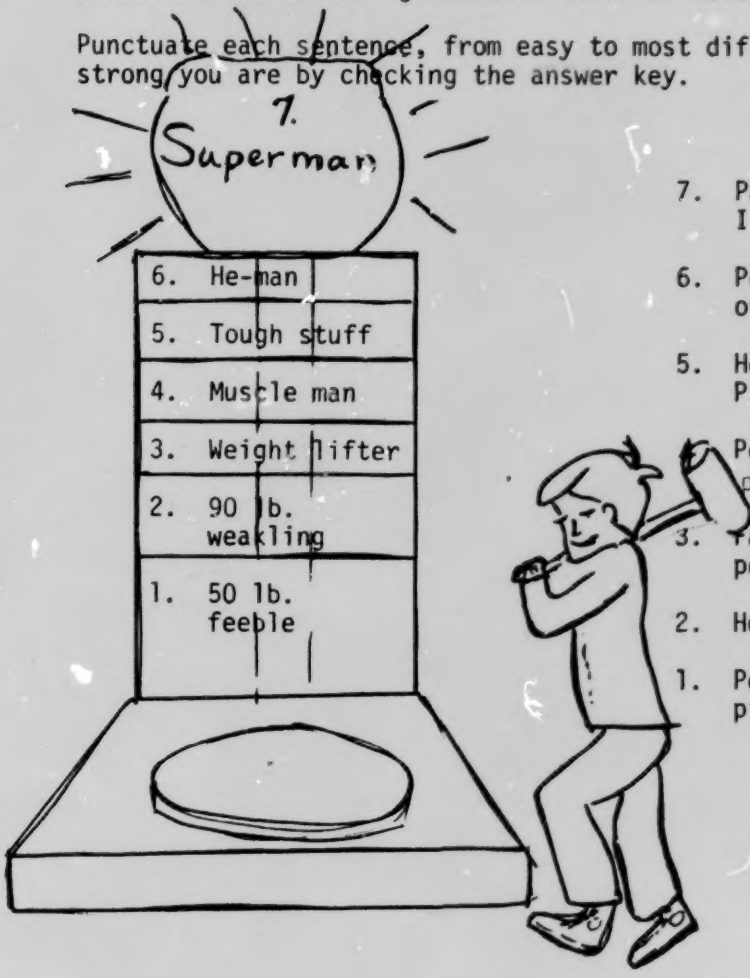
I.B.4 Punctuation Power
(Bulletin Board or worksheet)

Objective: The student practices proper punctuation.

Procedure:

Construct the following bulletin board or make it into a worksheet.

Punctuate each sentence, from easy to most difficult. See how strong you are by checking the answer key.




7. Pardon me Peter Piper said I need to put my peppers here

6. Peter Pipers pockets were full of picked pickled peppers

5. Help me pick peppers said Peter Piper

4. Peter also picked potatoes peas petunias parsley and pears

3. Fantastic Fifty nine pecks of peppers

2. How many pecks did he pick

1. Peter Piper picked a peck of pickled peppers

Key

I.B.5 Leaping Lizards

Objective: The student writes the paragraph correctly, paying attention to complete sentences.

Lizards are amazing creatures. Some use their sharp teeth. To snap off their own tails. In the East Indies there is a lizard called the dragon lizard it is over three meters long. Some lizards can almost fly through the air. A certain kind of lizard will run away from its enemies. On its hind legs. The collar of the Australian frilled lizard stands up when the animal is angry.

I.B.6 Quotation Marks (2-4)

Objective: The student is provided with practice in using quotation marks.

Procedure:

Put the following sentences on the board

1. What does the teacher's chalk talk about at night?

2. What could a horse say after a beginning rider gets off?

3. Write a conversation between a cookie jar and the refrigerator in a house with ten children.

4. What would two boys from opposite teams say to each other after a baseball game?

Direction:

"Today we are going to write 'Talking Tales'. Remember to put quotation marks around those words which are spoken. Start a new paragraph each time someone else starts to talk."

I.B.7 Talking Tales

A. Preparation and materials
Further practice in using dialogue can be gained by asking the children to write a talking tale. Some of the following sentences might be put on the board to be used as ideas for getting started.

Board samples:

1. What do your pencil and paper talk about at night?

2. What could two ice skates say to each other after a beginner has just used them?

3. Conversation between a cookie jar and the refrigerator in a house with ten children.

4. What would two boys from opposite teams say to each other after a baseball game?

B. Directions to the class:

Today we are going to write talking tales. You may select one of the ideas from the board or you may like to think up your own idea. Remember to use quotation marks when someone or somthing is talking. Also, remember the rules for making new paragraphs each time someone new talks.

Dialogues can brighten your writing as few other devices, so its worth all the effort we put into learning to do it well.

I.B.C Punctuation & Capitalization

Objective: Children will be able to punctuate and capitalize correctly.

Procedure:

After separate lessons on capitalization and punctuation have been presented, the children can further practice these skills. These sentences have both errors in the same sentence.

Put the following sentences on the board.

1. jack and susan like to do things Together

2. please let me have that

3. dale found texas on the map.

4. dad and i are going to leave

5. shall i ask ted dave and bill to come?

Explain to students that when we talk, our voices sometimes pause or stop to help the listener understand our sentences. Have a student do a sample one on the board. Then have the students do the remaining sentences at their seats.

I.C.1 Carried Away

Objective: The student rewrites the paragraph correcting capital letters and putting in punctuation marks.

Procedure:

Have students recopy the paragraph putting in correct capital letters and punctuation

how tree seeds travel

this spring i learned how tree seeds travel they are carried by the wind birds drop them squirrels bury nuts people plant seeds in certain places

I.C.2 Dinosaur Daze

Objective: The student writes a paragraph correcting the capitalization and punctuation errors.

Procedure:

Have students rewrite the paragraphy correcting the mistakes.

There are several reasons why dinosaurs disappeared the climate of the earth grew cooler. dinosaurs had become used to very warm temperatures the waters of the world sank to a much lower level the swamps that huge monsters needed had disappeared

I.C.3 Greetings

Objective: The student writes the names of months and holidays correctly.

Procedure:

Have greeting cards available for the children to use. Have them follow directions.

Choose 5 cards from the envelope. Write the month of the holiday and the holiday on your paper. Arrange them in order by month, from the beginning of the year to the end.

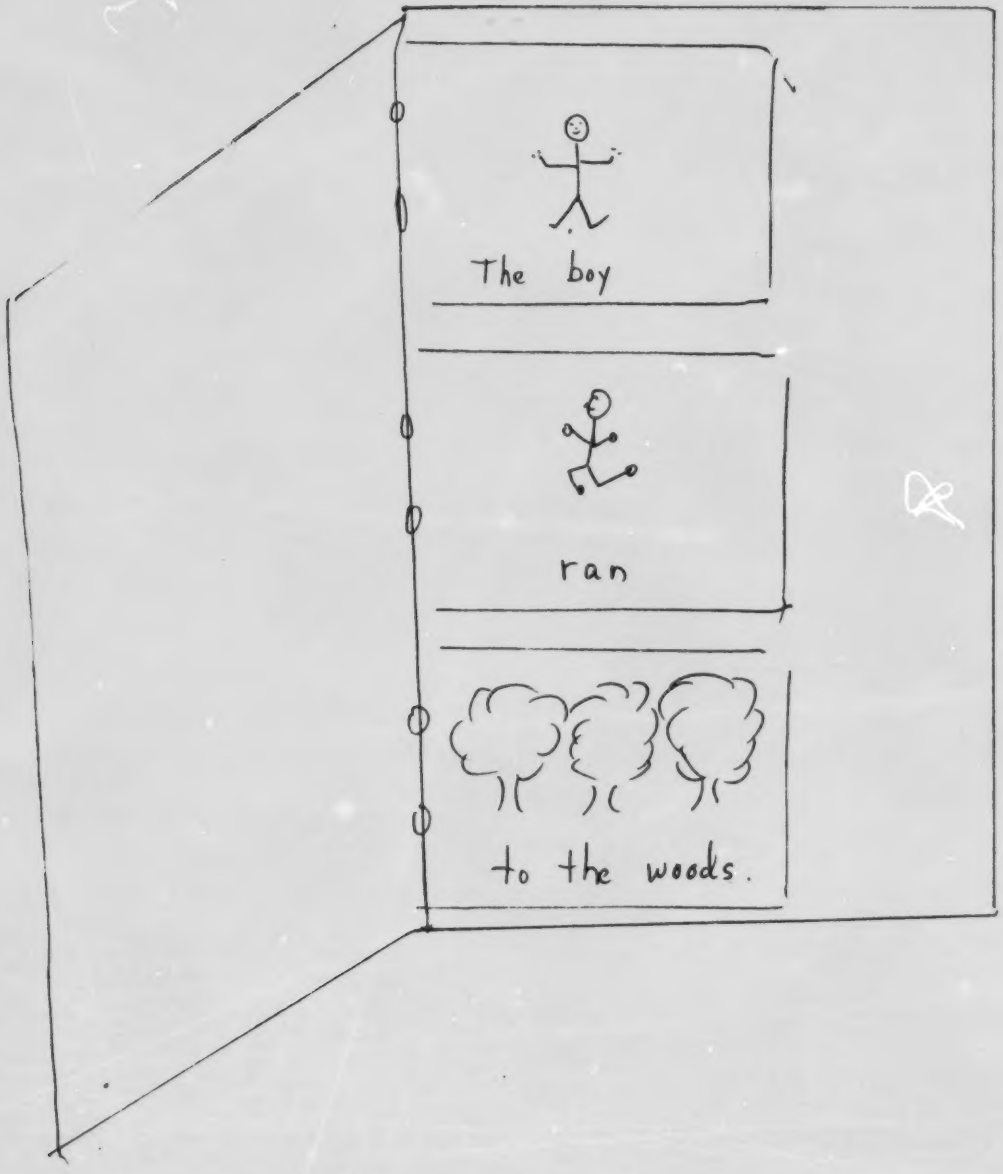
I.D. 1. The Who, What, Where Book

Objective: The student writes sentences using nouns and verbs.

Procedure:

Have each child draw and label three pictures: one showing: who
one showing: what
one showing: where

Put all the who, what, where pictures together to form a large booklet. (see illustration) Use heavy tag or cardboard to form the book cover.



I.D.2 Daniel of Kentucky Fame

Objective: The student chooses the correct verb form in parentheses.

Procedure:

Give students a copy of the following and have them choose the correct verb form.

1. Daniel Boone listened to the tales of hunters who had (went, gone) to Kentucky and returned.

2. The hunters had (saw, seen) many turkeys.

3. They (saw, seen) buffalo so big that the ground sank beneath their weight.

4. By 1767, Boone had (did, done) a lot of thinking about Kentucky.

5. That year he (went, gone) there to explore the land.

I.D.3 Spring Blossoms

Objective: Children use correct subject-verb combinations.

Procedure:

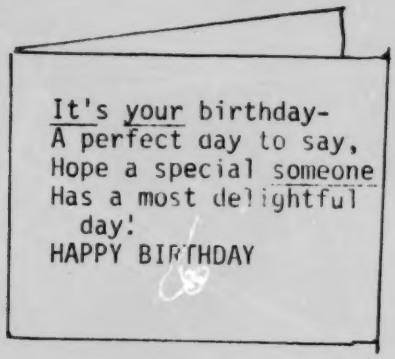
Draw or use construction paper cut-outs to make outdoor garden scene on bulletin board. (May be used on activity sheets also). Add flowers. On each flower list a subject or verb. The student then rearranges flowers to make subject-verb combinations which are in agreement.

I.E. 1. Who?

Objective: The student writes the pronoun from a greeting card message.

Procedure:

Have students select 3 cards. After they have read the messages, they should copy the pronouns down on their paper.

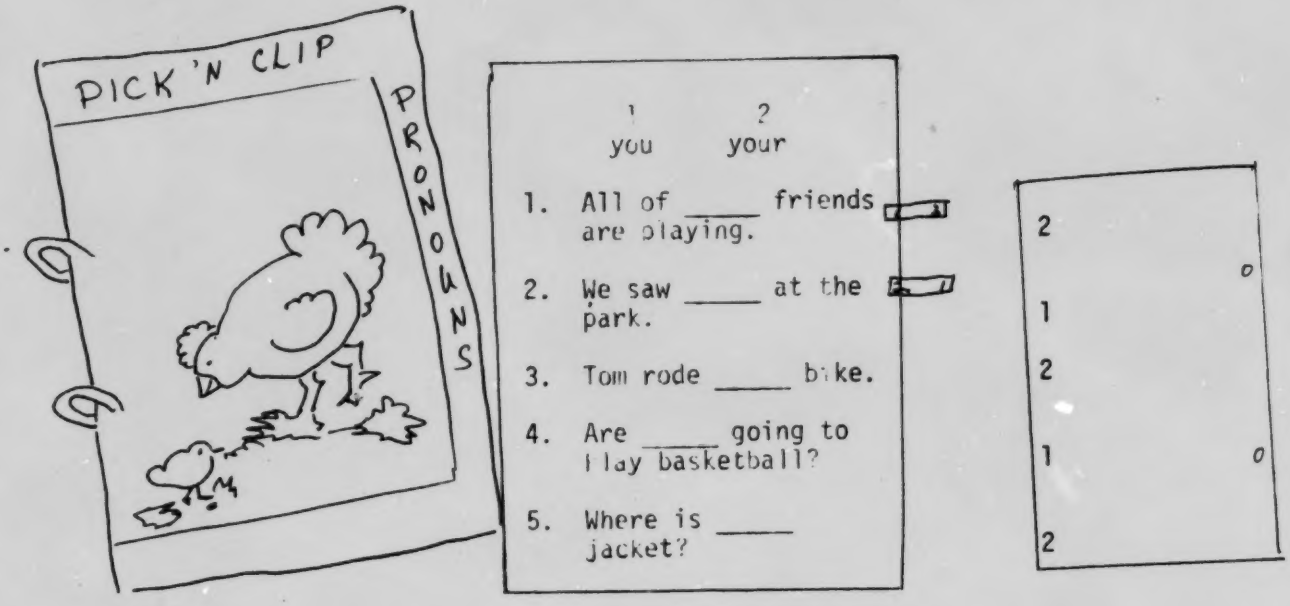


I.E.2 Pick 'n Clip

Objective: The student practices correct pronoun usage.

Procedure:

Make pages for booklet out of poster board. Write questions on one side as shown in the example. The student indicates his choice of answers by attaching a number - coded clothespin beside each question. He flips his page to see if his numbers match the answer key.



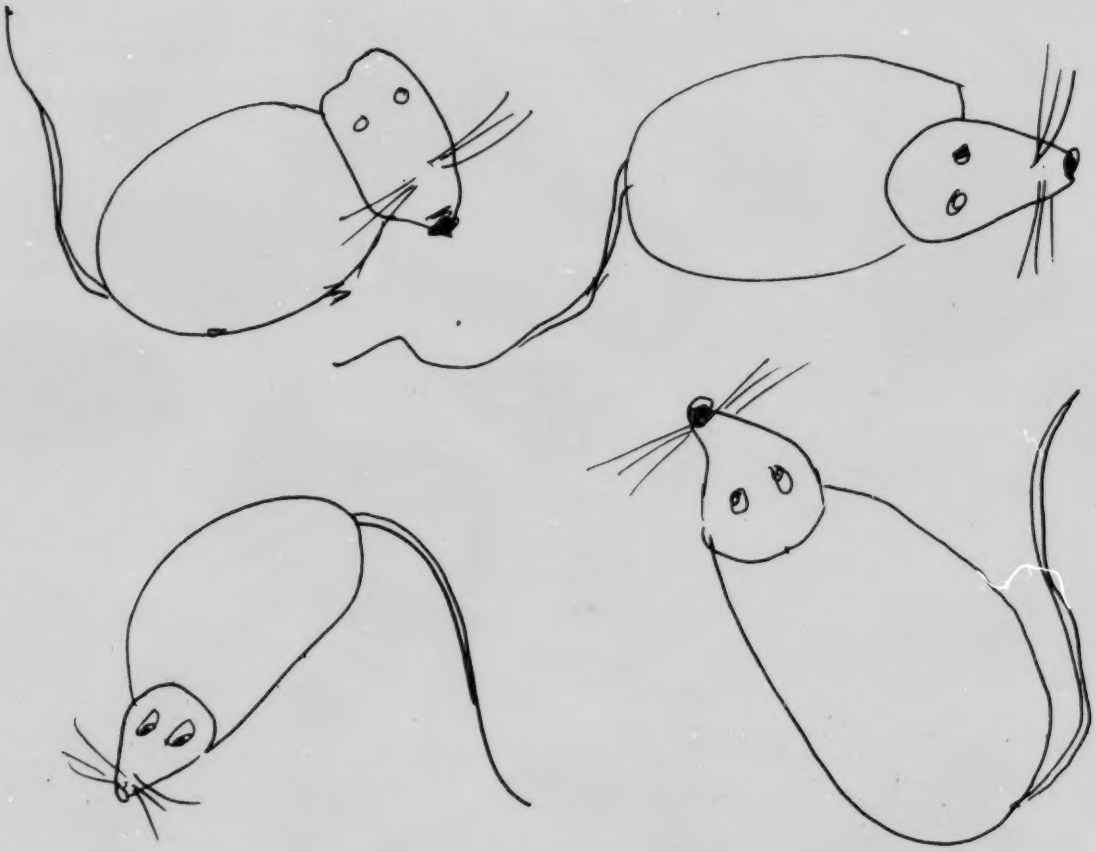

Variations: plurals, possessives, verb/subject usage, homonyms, antonyms, etc.

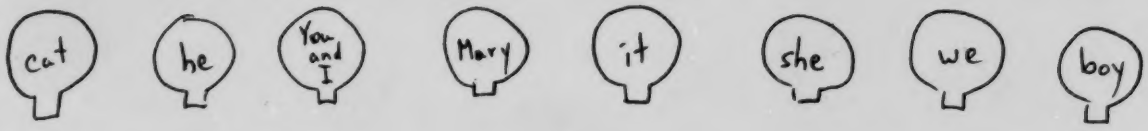
I.E.3 Give the Mice Some Ears

Objective: Children substitute pronouns for nouns.

Procedure:

Make as many mice on an activity sheet as desired. Do not add ears. On a section of the sheet, draw ears labeled with either nouns or pronouns. Children cut out ears, pair pronouns and nouns which match and paste on mice.






Can be adapted for synonyms, antonyms.

I.F.1 Handwriting Dinner Bell

Objective: Students practice handwriting skills.

Procedure:

Write out several handwriting model cards - one sentence per card, one card per child. Make several that include whichever special handwriting skill you're presently working on: special capital letters, loop letters, a's and o's. (Include silly sayings and riddles.)

Tape one card to each child's desk.

First each child reads and copies his own home desk sentence. Then the "dinner bell" rings, signalling that the appetizer course is finished. Every child hurries to a different desk for his soup. He takes along his paper and pencil and copies the card at that desk.

"Pencils down" indicates that the soup is finished. The dinner bell signals the move to the third desk for salad.

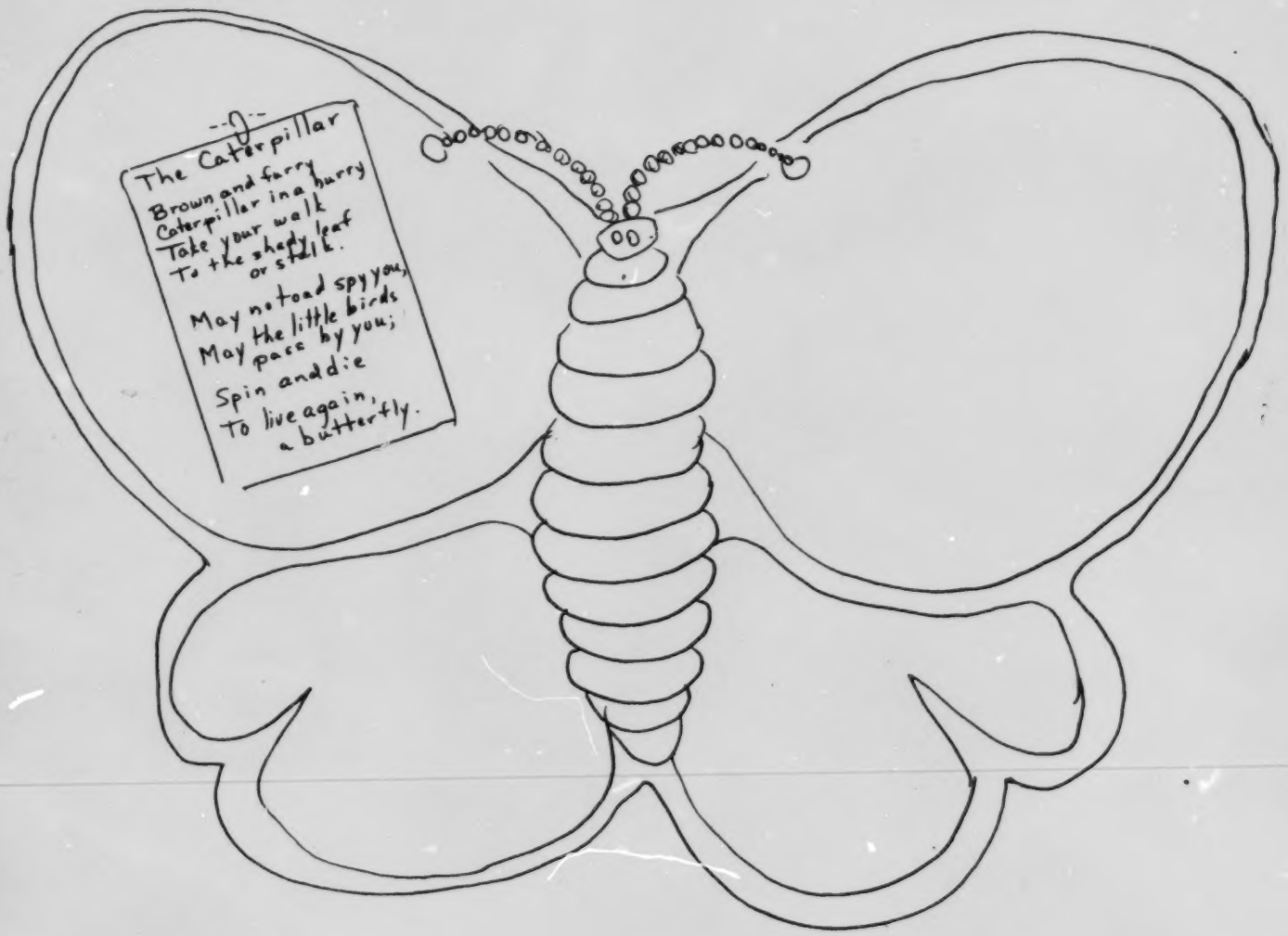
The activity proceeds through the entree, dessert and coffee or brandy for as many courses as the teacher can invent. When papers are finished and handed in students are rewarded with after dinner mints.

I.F.2 Come Fly

Objective: The student practices handwriting by copying a variety of tasks.

Procedure:

Make this butterfly out of blue posterboard and the writing tasks out of bright colors of construction paper. Then have the students copy the tasks on their own paper.



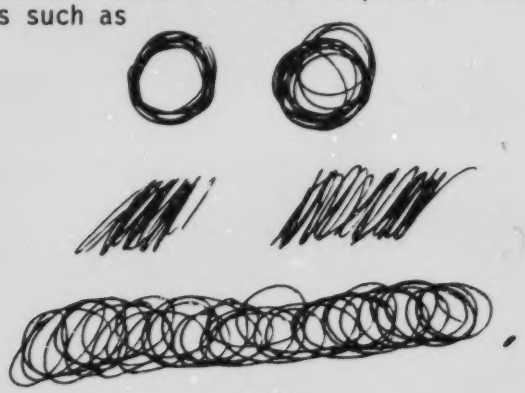

Variations: At the beginning of the year, have children practice in manuscript. Then practice in cursive poems, paragraphs, quips, etc.

I.F.3 Handwriting

Objective: Students practice correct letter formation.

Procedure:

Include regularly scheduled handwriting lessons each day. Emphasize similarly formed letters in each separate lesson. Include warm up exercises such as



I.F.4. Finish It

Preparation and Materials:

Write on the board the puzzles shown. Children will need paper and pencils. Have children finish the letters to make, letters that will answer the clue given.
Example:

| | | |
|---|---|---|
| 1. | P L C O I | thicker than water |
| 2. | I J I I C S | close to your heart |
| 3. | C I C C I | bears watching |
| 4. | I F I I I | always pitched, but never thrown |
| 5. | V P I I I I L L | a pressing problem |
| 6. | C I I C S I | this one will haunt you |
| 7. | V C C I I | green cheese |
| 8. | J J I I I F P | a planet |
| 9. | C P A I I I | a thousand bucks |
| 10. | I F F I | a quick look |

1. B L O O D
2. L U N G S
3. C L O C K
4. T E N T
5. W R I N K L E
6. G H O S T
7. M O O N
8. J U P I T E R
9. G R A N D
10. P E E K

I.F.5. Handsome Handwriting

Objective: Children use these activities to practice handwriting skills.

Procedure:

1. Staple paper together to make an autograph book. Children collect the autographs of classmates written in their best handwriting.

2. Ditto a hand with writing lines on it. Children use hands to practice handwriting.

3. Ditto a handwriting score sheet for self (or peer) scoring practice.

HANDWRITING SCORE SHEET

Rules: Write sentences or score a paragraph here

2 points for all letters on line_____

1 point for closing letters a d g_____

3 points for even slant ///_____

2 points for even height_____

2 points for not looping these letters d t i_____

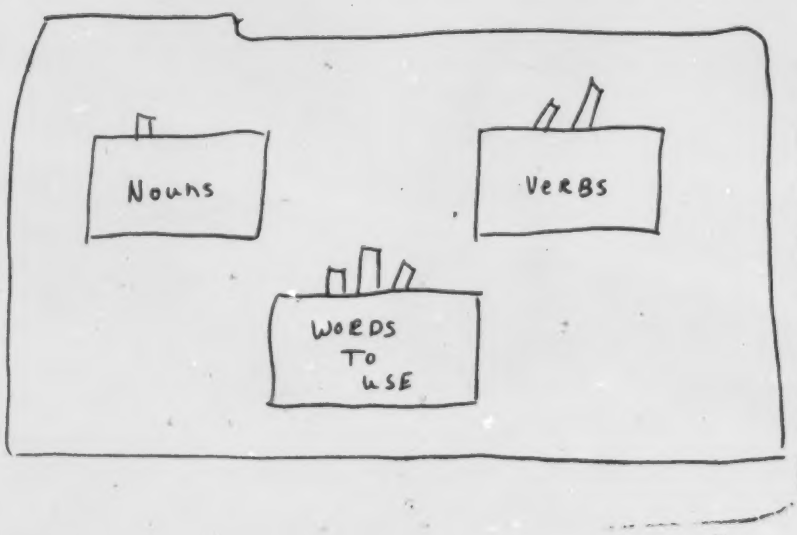
Total Score _____

I.G.1. Sort-It-Out

Objective: The student sorts out word cards and puts them in the proper space.

Procedure:

Using a file folder, make a noun pocket, a verb pocket, and a word card pocket. Have students sort out the words in the word pocket in the appropriate noun/verb pocket




Examples of words:

| | |
|---|---|
| - pencil | -song |
| -broil | -throw |
| -read | -spoon |
| -paper | -bulb |
| -living | -bead |

Variations: Have students use a noun and verb in a sentence.

I.G.2 Lily Pad Pronouns
Bulletin Board

Objective: Students practice correct pronoun usage.

Procedure:

Construct the following bulletin board or make a worksheet for the students.

Lily Pad Pronouns

I.G.3 The Language Doctors

Objective: The students practice grammar skills.

Procedure:

Use medical and surgical vocabulary when discussing parts of speech.

The following sentence might be on the "operating table" (overhead projector): The slippery, green snake slid silently down into his hole. All lights are out except the bright (overhead) light above the "table". Students may have surgical masks on and are addressed as Dr. _____.

The teacher may begin, "Doctors, today's major surgery is an adjectomy. But before we try to get the adjectives we need to separate the subject from the predicate - a very delicate operation. Who would like to make this initial "incision".

"After Dr. _____ makes his diagnosis and the other doctors all agree, he is permitted to make the "incision," a line between "snake" and "slid".

Next some exploratories may be performed, circling and labeling nouns, then the verb.

Officiating doctors consult with each other before "removing" (boxing) the adjectives.

Extension:

Students may have copies of the sentence at their desks and actually cut out the adjectives, "place them in an organ container and send them to pathology".

The remainder of the sentence is sent to the "recovery room" where the teacher checks the results and consults with any doctor who may have made a mistake during surgery.

I.G.4 "Cave People" Grammar

Objective: Students learn parts of speech

Procedure:

1. Assign simple group tasks and tell your class that they may not speak as they work together. They may use sign language or drawings.

2. Next allow your "cave people" to use words that name people and things they've seen in and around their cave. The naming of these objects is similar to "inventing" nouns. Example: club, fire, child, dinosaur.

   You may wish to have students list some nouns that cavemen might not have seen. Example: astronaut, transistor.

3. Ask what actions are associated with various nouns. they will then list verbs. Example: club - hit, fire - burns

4. To progress to adjectives, ask, "How can you tell a friendly dinosaur from an unfriendly one?" Use single word responses: smiling, playful, good, helpful

5. Introduce adverbs by asking: How did the cave people tend fire? (carefully). How did they run when frightened? (quickly). How did they walk when tired? (slowly)

6. Pronouns may be introduced at any time the students become tired of the repetition of "Caveman John" and"Cavelady Sue"

I.G.5. Parts of Speech Scavenger Hunt

Objective: Students reinforce knowledge of parts of speech.

Procedure:

Make a list of the things you want children to find, including the parts of speech the class is studying. Such a list might include nouns, pronouns, verbs, contractions, abbreviations and various kinds of punctuation enclosed in quotations. Old newspapers and magazines should be available for children to cut from.

Include in your list how many of each item the children are to find - three present tense verbs, for example. Leave space on the list for the "finds" to be pasted.

This activity can be organized as a race or as a cooperative venture.

I.G.6 Post-a-Gram

Objective: Students practice differentiating between parts of speech.

Procedure:

1. Cut a mail carrier from oaktag and color him with markers. Attach to bulletin board.

2. Use covered shoe boxes for mail boxes. Cut a mail slot in one end. Label boxes for whatever parts of speech you wish to emphasize. Staple the boxes securely to the bulletin board. Make sure lids can be removed and replaced easily.

3. Use long wrapping paper tubes for mailbox parts. Add construction paper flag to mailbox.

4. Cut a construction paper envelope to serve as "mail bag." Staple to bulletin board.

5. Make suitable word cards for the mailbag.

6. Attach title, directions, and answer key to the board. The answer key should have a flap cover.

Playing Directions:

a. Take a word-card from the mailbag.

b. Decide whether it's a noun or a verb.

c. Put the word-card in the correct mailbox.

d. Work with all the letters are in the mailboxes.

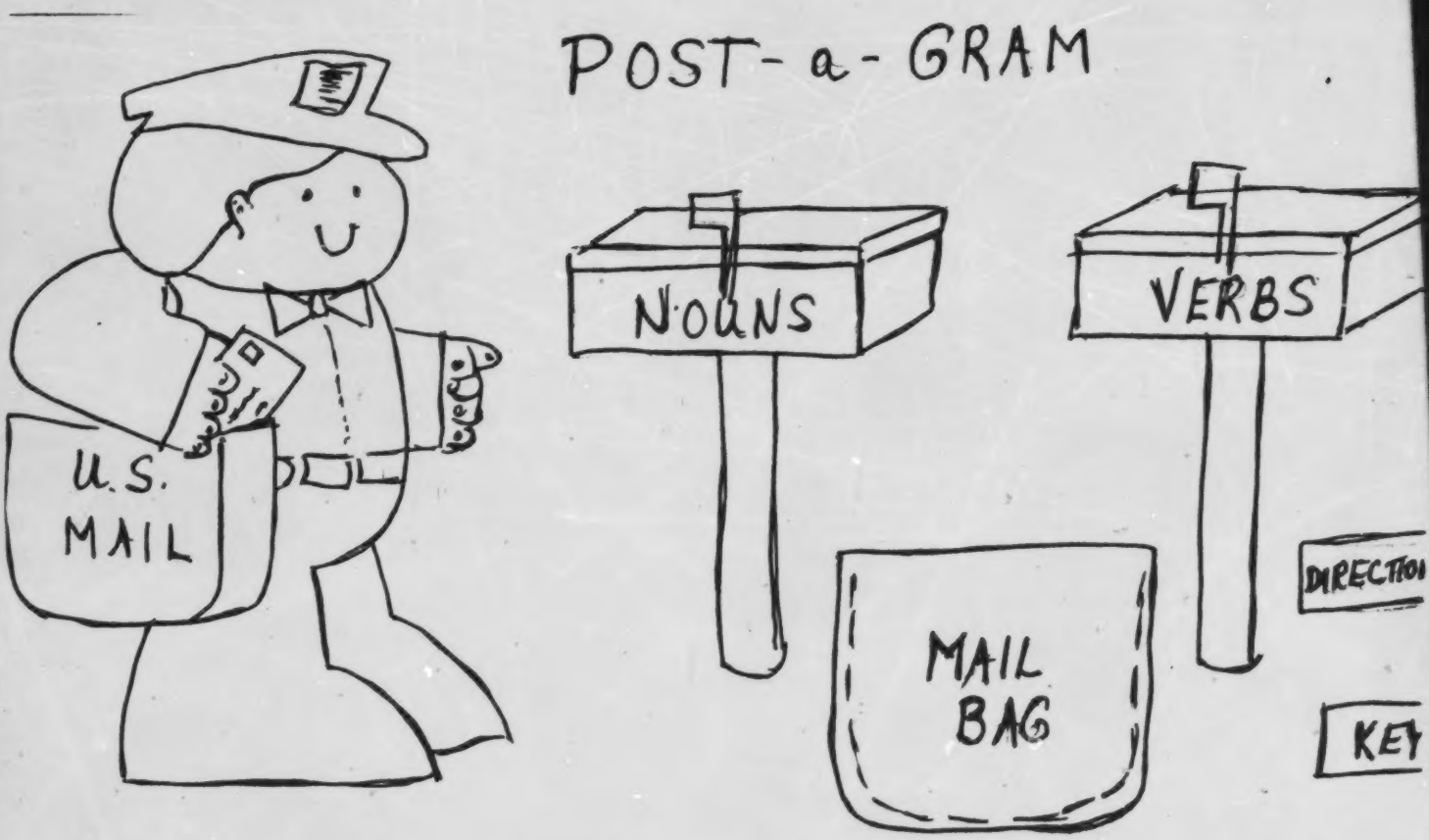
e. Check your answers.

f. Return the letters to the mailbag.

I.G.6 Post-a-Gram (cont.)

Variations:

1. adjectives and adverbs
2. subject and predicates
3. complete and incomplete sentences
4. fact or opinion statements



I.G.7. Squirrels Stashing Stuff

Objective: The student learns to recognize singular and plural nouns.

Procedure:

1. Cut 2 brown construction paper tree trunks. Staple to each side of a bulletin board. Include a pocket in each for the "acorns." Label one pocket "singular" and the other pocket "plural."

2. Attach 2 squirrels so they appear to be jumping toward the tree trunks.

3. Using the acorn pattern, cut several paper acorns. Label each with a singular or a plural noun. Place the acorns in a ground pocket.

4. Attach title, directions and answer key.

Playing Directions

1. Take an acorn from the ground and read its word.

2. Decide whether it's a singular word or a plural word.

3. Put the acorn in the correct squirrel's nest.

4. Work until all the acorns are stored away.

5. Check your answers.

6. Shuffle the acorns and replace them in the ground pocket.

Variations:

prefixes and suffixes

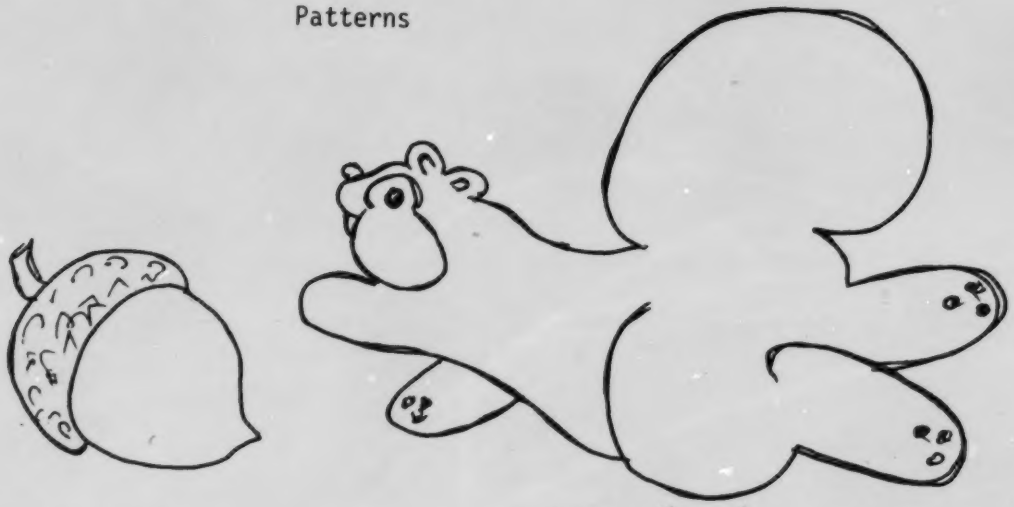
long and short vowel sounds

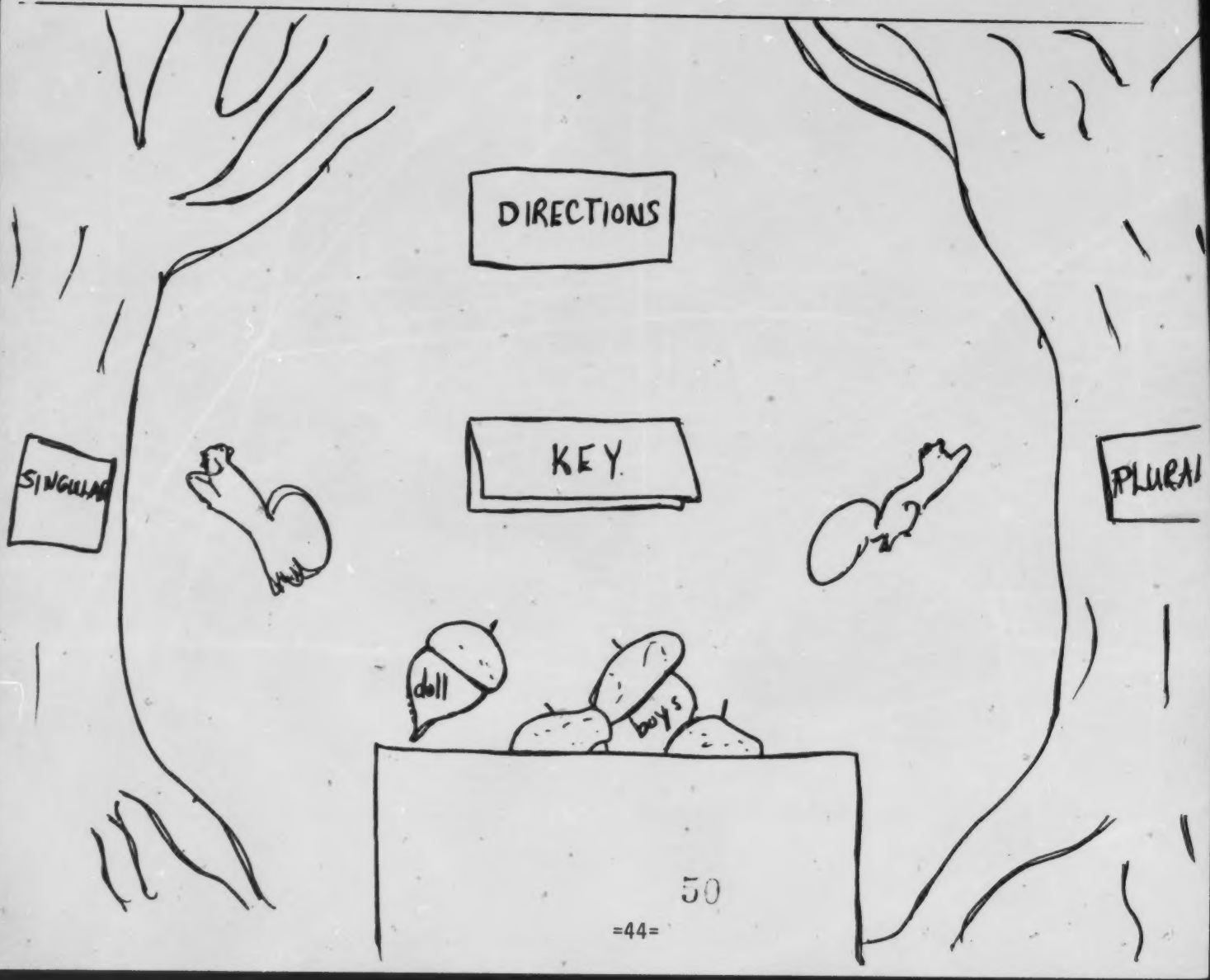
adjectives and adverbs

nouns and verbs

I.G.7 Squirrels Stashing Stuff (cont.)

Patterns





I.G. Center on Writing

Objective: Children will use descriptive words in creative writing.

Procedure:

Try constructing a creative writing center for your students' extra-time activities. Choose a corner of your room and cover the adjoining walls with word cards containing descriptive adjectives. Also set up a long table in this corner to hold a brightly decorated box and a kitchen timer. Fill the box with tiny objects such as a stuffed toy, little truck, spool of thread, and cut a hole in it just large enough for a child's hand. When students visit the center, they select an object from the box, set the timer for five minutes and write four descriptive sentences about the object they picked.

I.G.9 Diamites

Objective: Children use a specific formula involving parts of speech to create a poem

Procedure:

Use oral reading of poetry to set the tone for this lesson on creative writing and introduce your class to the diamite - a seven line poem written in the form of a diamond. Provide a concrete form for the children to follow by writing the following parts of speech on your blackboard:

Subject noun
Adjective Adjective
Verb Verb Verb
Adjective Adjective
Synonym
(for subject noun)

Very good to use at Halloween or Christmas after establishing a word bank to draw from

II.A.1 Undercover

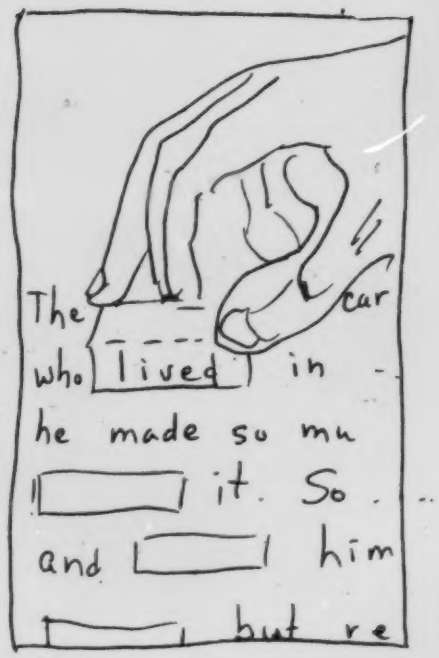
Objective: The student supplies the missing word after reading the selection.

Procedure:

Write or copy a paragraph on a sheet of paper leaving out every fifth word. In place of the word paste a piece of construction paper folded horizontally, with the word written inside. Have the students read the selection and try to supply the missing words.

Variations: Use selections from favorite children's literature.

Students could copy the selection also.



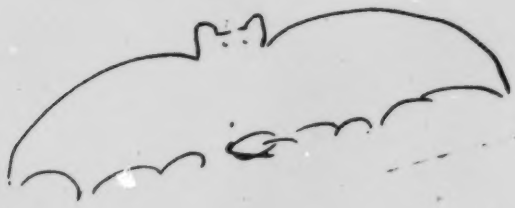
II.A.2 Run, Run, Run

Objective: The student chooses the more precise verb.

Procedure:

Have the students read and choose the verb that gives the reader the more exact picture of what is happening in the story.

Billy (looked, stared) in great surprise. Halloween creatures (fluttered, were) all around his head. Big bats (flew, dived) at him. Huge owls (flew, skimmed) past his eyes. A long row of grinning ghosts (streamed, flew) by. Billy (turned, whirled) around and (fled, ran).

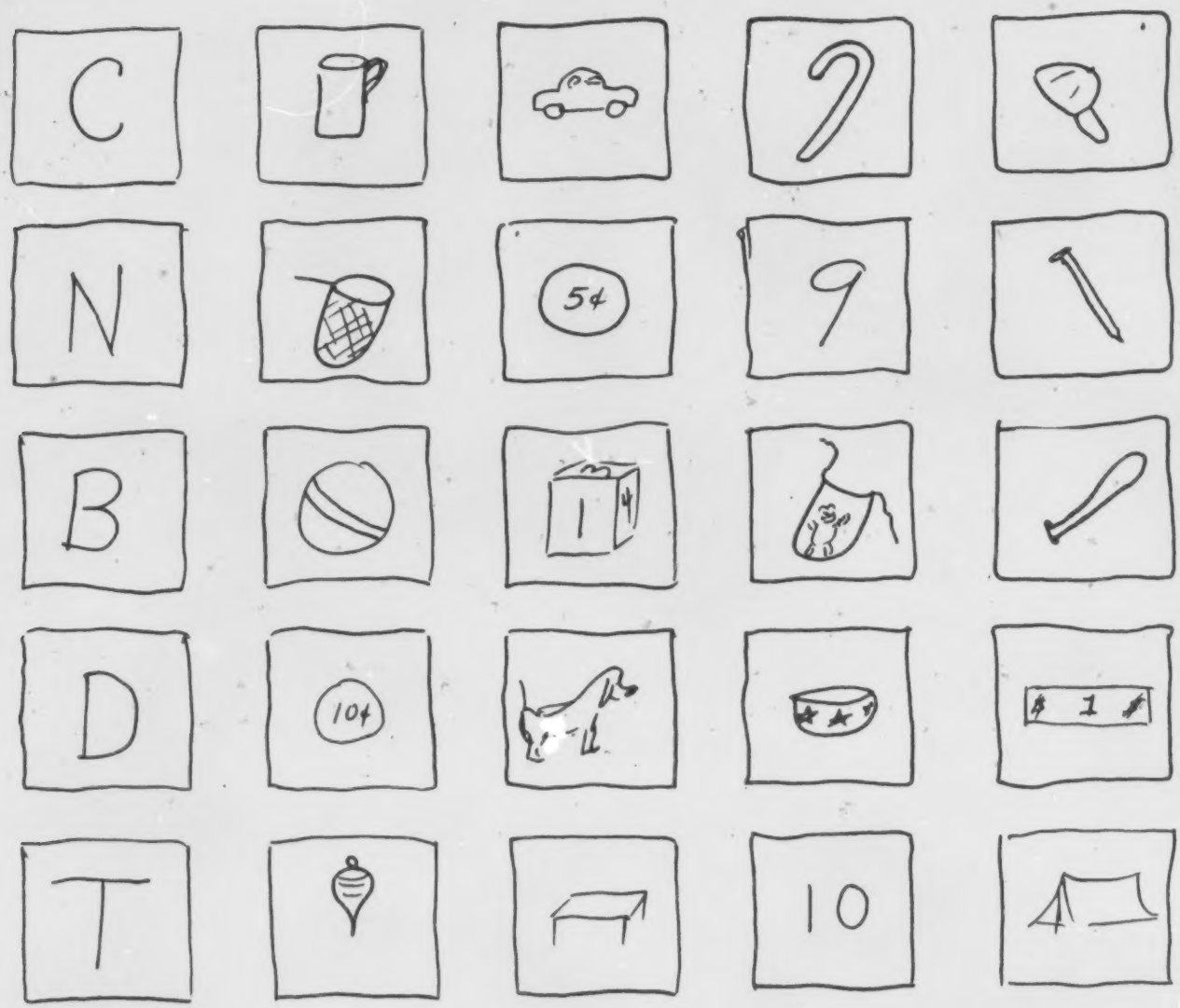


II.A.3 Match the Sounds

Objective: Children will be able to identify initial consonant sounds.

Procedure:

Cut 25 4" squares of tagboard. On five of these cards write five different sounds currently being studied by the class. Use the remaining cards to make four pictures which start with the same consonant sound. Put these cards in an envelope.



II.A.4 Language Activities

Objective: Child uses games to increase his language skills.

Procedure:

Dictionary Relay

When children are out of room, put 10 words on board and cover. Arrange children in rows of 5 or 6. Put a dictionary and a sheet of paper numbered 1-10 on each desk. At a given signal, first child looks up first word, writes page number on paper, passes paper & dictionary to next child. Continues until all words have been located. First row finished and correct is winner.

Ticktactoe (Game)

Skill - plurals & possessives

Players - two to six

Object - to get three x's or three o's in a row

Materials - x's, o's, playing board, cards and answer key.

Rules - In turn, each player takes a card from the top of the deck. If the card is lettered in red, try to spell the word's plural form. If the card is lettered in black, try to spell the possessive form. If you get it right, place your sign (x or o) on the board in any vacant space. If you miss, return the card to the bottom of the deck; the next person takes a turn. If answer is challenged, burden of proof is on challenger; if he or she proves player wrong, challenger gets that square.

Penny Pincher (Game)

Skill - Vocabulary

Players - two - four and one director

Materials - Game Board, in colors to match cards, two dice, vocabulary game cards (3 or more different color stacks at three levels of difficulty) an answer sheet of definitions, markers to move, pennies.

Rules -

1. Place game board on table. Put markers on start, sort cards into color piles.

2. Choose a director, who will not play. Roll the dice to choose first player, then proceed from right to left.

3. Player rolls dice - move number of spaces shown, takes card from top of pile whose color matches space landed on, reads it & gives definition. If answer is right, player stays

there. If not, he or she moves back to original space. Player who reaches penny first wins & keeps penny. Director is arbitrator.

II.B.1 The Short of It

Objective: Students learn to communicate by using concise writing forms.

Suggested Activities:

1. Write postcards.
2. Write telgrams. Be aware that each word over 15 costs 50¢.
3. Write coded CIA messages.
4. Make posters.
5. Make up a message that could be printed on a T-shirt.
6. Make up an original bumper sticker.

II.C.1 Traveling The World In Words

Objective: Children will appreciate the rich heritage of our language. Countries used are Italy, France, Ireland, Holland, Spain and England. Others can be added to suit student interest and needs.

Procedure:

Begin with a discussion on the chosen countries and their outstanding features. Resource people from the community or ideally the children's families can be used.

A wall map can serve as the focal point of the center. Each child designs a small boat or airplane and attaches it to the country he or she is studying. As children finish, they are designated ambassadors.

Activities:

Italy

Vocabulary: macaroni, spaghetti, vermicelli, pizza, pasta, lasagna, fettucini, ravioli, fresco, cameo, colonnade, cornice corridor, grotto, balcony, soprano.

Be a Gladiator

Construction: Cut ten 7 inch daggers from tagboard. Put a word on each dagger.

Student directions: For three players, two are gladiators, one is a judge. The judge displays one dagger at a time to the two gladiators. The first one to correctly read the word wins a point and keeps the dagger. The one with the most daggers wins.

Visit the News Vendor

Construction: Cut two 9 inch by 12 inch pieces of cardboard. Label one Italian Food Daily and the other Italian Architecture Gazette . Design both in form of puzzles. Write a word on each puzzle piece corresponding to the classification of the newspaper.

Student directions: For one player. Italy is famous for its variety of newspapers. Here are two examples. You are to place the pieces of these puzzles under the right headline. If all the pieces fit together snugly, you have correctly read the paper.

II.C.1. (cont.)

France

Vocabulary: prairie, portage, chowder, levee, chute crevasses, apartment, arcade, artist, bulletin, cabriolet, caprice, caress, intendant, contour, naive, canape.

Ascend the Eiffel Tower

Construction: Draw ten 9 inch Eiffel Towers on construction paper. Divide them into sections. Choose a word and write three of its letters on each section. On the back of each tower, print the completed word and its pronunciation.

Student directions: For one player. On each Eiffel Tower, there is a word. Climb the tower by filling in each word and reading it correctly. Check your answer on the back.

Reflections from the Hall of Mirrors

Construction: Cut 4 inch by 2 inch pieces of tagboard. Write the chosen word correctly on one side while pressing heavily with a felt tip pen. Make sure writing shows through the other side.

Student directions: For one player. The Hall of Mirrors is a famous landmark in France. Let it help you read these words. Hold the side of the card on which the word is written backward to the mirror. See if you can read the word in the mirror. Turn the card over and see if you are correct.

Ireland

Suggested vocabulary: banshee, blarney, broque, buck, druid, leprechaun, lough, galore, shamrock, whiskey

The Naughty Leprechaun

Pictures from St. Patrick's Day napkins, etc. may be used to decorate posterboard. Write one word on each leprechaun. Next using yellow tagboard, draw matching gold coin pots. On each pot write a scrambled word to match a leprechaun. On the back write the correct spelling.

Student directions: For one player. These naughty leprechauns have scrambled the words on the pots of gold so you won't find them. See if you can outwit them by matching each leprechaun with his pot of gold. Turn the pot over to check your answers.

Find Your Lucky Shamrocks

Construction: Cut 6 inch shamrocks from green heavy cardboard. Separate chosen words into syllables; write separated syllables for each word on a shamrock; draw lines to make each syllable a puzzle piece. Cut out the puzzle pieces.

Student Directions: For one player. Can you pass the test to be an honorary Irish citizen? These puzzle pieces will form shamrocks when the syllables are placed together to form a word. You will know if you are correct if the pieces fit snugly to form a shamrock.

II.C.1. (cont.)

Holland

Suggested vocabulary words: sleigh, stoop, waffle, scow, boss, Santa Claus, gruff

Match the Wooden Shoes

Construction: Cut out matching wooden shoes from tagboard. Print a word of Dutch origin on one shoe; on the other, print a synonym for the word. Write the correct synonym on the back of the shoe with the word of Dutch origin.

Student directions: For one player. Can you match your shoes? See if you can match these pairs of shoes by placing words with similar meanings together. Then turn the shoes over to check answers

Spain

Vocabulary words: calaboose, palmetto, stampede, adobe, bronco, burro, chaparral, canyon, cinch, corral, fandango, lariat, ranch, sombrero, vamoose, siesta, brocade, armadillo, cigar, mosquito, tornado, vanilla

Join Columbus' Voyage

Construction: Cut a 10 inch by 17 inch piece of cardboard. Draw a picture of Columbus's routes to the Bahamas. Divide the gameboard into sections. On each section write a definition. Below each section print three words. Players must choose the word that fits the definition. Include sections with directions such as "advance 2 spaces," "go back 3 spaces," and so on. Place START at Spain and FINISH at the Bahamas.

Cut a 5 inch by 5 inch square from poster board. Draw a large circle and divide it into six sections. Number these one through five and the final one "lose a turn". Attach a posterboard arrow with a two-pronged brass fastener to the center of the square.

Draw three ships labeled Nina, Pinta and Santa Maria on heavy cardboard. Cut slots in the botton of each ship and insert a piece of cardboard in each to enable ships to stand.

Student directions: For three players. Did the Nina, Pinta, or Santa Maria reach America first? Find out. Then conduct your own race. Spin the arrow to see who gets the highest number and takes the first turn. Then spin and move your ship the number of shapes shown. You must pick the word that fits the definition in the space you land on. Consult a dictionary to judge your accuracy. If you are incorrect, you lose a turn. The first one to reach America is the winner.

II.C.1 (cont.)

England

Suggested vocabulary words; hair, barn, lord, lady, gossip, gospel, world, steward, sheriff, worship, dairy.

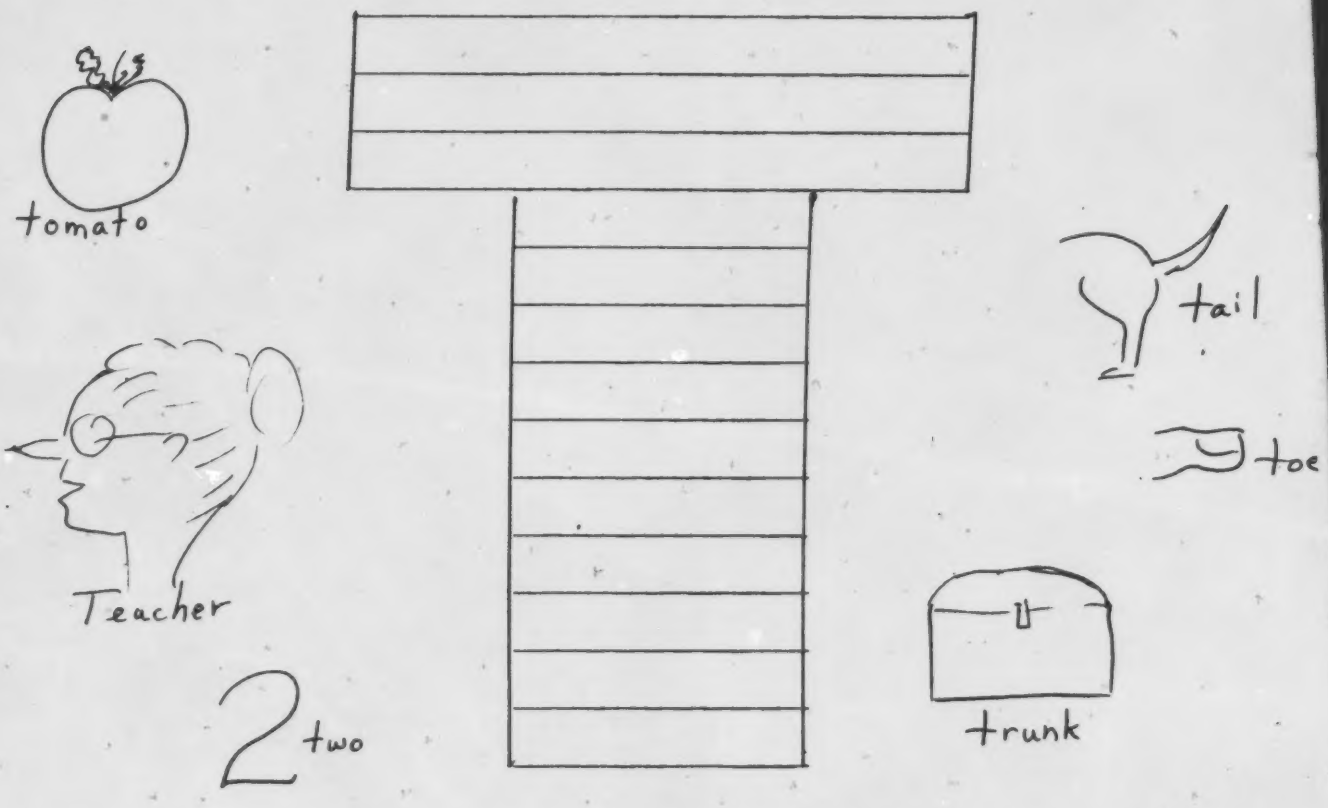
Who's the Cricket Champ?

Construction: Draw and cut out several circles from tagboard and decorate as cricket balls. Print new vocabulary words on each ball and a list of possible antonymns on the back of the balls.

Student directions: For two players. One person is the batter and the other is the pitcher. The pitcher "throws the ball" to the batter. The batter must correctly say the word on the ball and give the antonym. If he cannot do this, the pitcher becomes the batter. The one with the most hits is the winner.

II.C.2 Create a T Story

Objective: Children will use words beginning with the same letter to enlarge vocabulary and write creatively.




other suggested words

trip train tiny three trouble tree try

truck take took today

Procedure:

1. Write a story in the T using as many words beginning with that letter as possible.

2. Choose your own letter and design a similar activity sheet. Be sure to include a giant letter, illustrations and words to use.

II.C.3 Language Usage

Noun Hunt

Objective: Children learn to use a variety of nouns & adjectives in creative writing.

Procedure:

Buy a few inexpensive coloring books, tear out a page for each child. Have children crayon their pictures, mount on oaktag and label each noun. Older children may add adjectives and write a creative story about the picture.

II.C.4 Vocabulary Collages

Objective: Children use collages to increase their vocabulary.

Procedure:

Children can increase their vocabularies by making collages out of words clipped from magazines or newspapers. Make sure students understand that a collage is an artistic arrangement of clippings centered around a main theme. Some examples.

Simple word collage - children cut out words, phrases they would like to use in a creative writing exercise. Submit collage with story

Book review collage - After finishing a book, child can find words & pictures that best illustrate the basic idea or theme of the book. Bits of cloth, gift wrap, foil, yarn etc. can be added for an artistic bulletin board project.

Subject area collage -Center collage around a theme that is related to social studies, science or math unit

II.C.5 Dictionary Dilemma

Objective: Children use the activities to develop dictionary skills and increase vocabulary.

Procedure:

1. Duplicate several intriguing questions which require a dictionary to answer. Example: Can you eat a sari?

2. Write two guide words on board. Children list all words they think would appear on the dictionary page between these two words. They check their lists with the actual words listed on the page.

3. Some words are related almost exclusively to specific subjects or fields of knowledge. Assign two or three words such as sonata, pallette. Pupils look up words, find origins, give meaning and tell field to which each is related.

4. Create word scavenger hunts. Duplicate lists of descriptions and page numbers. For example: something found in a tree p. 65 something yellow that can be eaten p. 81

5. Create multiple meaning riddles. Example: It is part of an elephant, seen in a tree, used to store things. Answer - trunk

6. Design a dictionary for the future. Each child should think of two words with a vowel sound in every syllable. They should be divided into syllables, accented and designated as to parts of speech and given suitable imaginary definitions. Pictures to illustrate and explain them should be added. These words can be compiled into class dictionary of the future.

II.C.6 Acrobatic Adverb

Objective: The student uses descriptive adverbs.

Procedure:

Begin with a sentence containing an active verb that can be modified by a series of adverbs. These must be added by each player in turn, in alphabetical order, in a way that makes sense.

Example:

The pilot flew the plane _____

Player #1 - acrobatically

#2 - bumpily

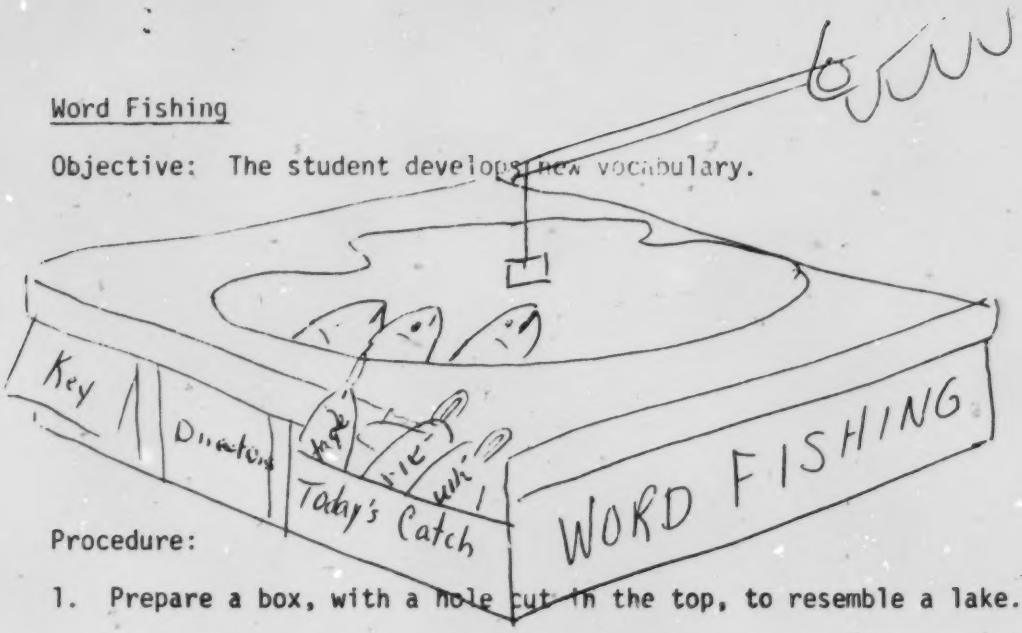
#3 - carelessly, etc.

Variation:

Before revealing his word, each player, with gestures or pantomine, acts it out, and other players try to guess what it is, using as their clue the initial letter & the charade.

II.C.7 Word Fishing

Objective: The student develops new vocabulary.




Procedure:

1. Prepare a box, with a hole cut in the top, to resemble a lake.
2. From tagboard or construction paper, cut out several fish. Label them with vocabulary words currently being studied. Attach a paper clip to the mouth of each fish. Place the fish in the lake.
3. Make a fish pole by attaching string to a wooden dowel (or pointer or yardstick) and a magnet to the end of the string.
4. Provide writing paper near the station.
5. Attach the directions and answer key to the box. The answer key should have a flap cover.

Directions:

a. Pull a fish from the lake.

b. Write the word on your paper.

c. Write the meaning of your word.

d. Use your word in a meaningful sentence.

e. Try to "catch" at least 10 fish.

f. Check your answers.

g. Put your fish back in the lake.

h. Put your paper in the "Today's Catch" pocket.

Variations:

Parts of speech

Long and short vowel sounds

Riddles

Math facts

II.C.8 "Electionese"

Objective: The student discovers vocabulary that has special meaning pertaining to an election.

Procedure:

Ask students to help compile a list of election - related words from newspaper and magazine articles and television broadcasts. Divide the words into two groups: technical words that are usually associated with elections, such as elect, ballot, polls, candidate, nominee, and specialized words. Specialized words are those that have commonly understood meanings but take on a special connotation in an election context, such as platform, ticket, party, plank, office.

Write definitions for each word and alphabetize them. They may be kept on an index card file, or your students may wish to publish a special electionese dictionary.

Extensions of this activity:

1. Students may create a bulletin board: "Action" "Person" "Thing" "Description"
   Word cards from the electionese list would be available. Students should place the word card under the proper heading on the bulletin board.

2. Students might be interested in collecting election related cartoons from newspapers and magazines.

3. Students may look for traditional symbols related to the political parties and elections.

II.C.9 Snoopy's Word of the Day

Objective: Students learn new vocabulary words daily.

Procedure:

Call attention to your vocabulary word of the day/week with Snoopy. Words may be changed easily by attaching them with a paper clip or placing these in a clear plastic envelope.

II.C.10 Keep Darth Vader Away (Red Baron)

Objective: The student recognizes vocabulary words.

Procedure:

Teacher and pupils sit around a table with Darth Vader in the middle. Place 5 to 8 word cards in the front of each pupil with the word side down.

Teacher says,"This is D. V. who will try to win your word cards. He would like to keep you from learning your words, but you can beat him."

The first pupil turns up his first card for the group to see. If he can pronounce it, he can keep it turned face up. If not, he must give it to D.V.

Variations:

Subject matter words

Spell the plural form

Spell the homonym

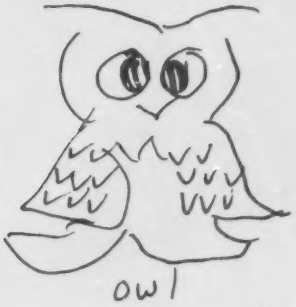
Give the antonym

II.C.11. Pictocab

Objective: The student develops word power.

Procedure:

Have the class cut out pictures of things like animals, objects, or people. Then, with the class, make up pictures in place of some words. When the story if finished, list these words on the board and have a student go up to the board and write the appropriate word under the picture.

The 

said, "Whooo is there?"

II.C.12 Can You Cross the Bridge?

Objective: The students pronounce & define new vocabulary words.

Procedure:

Build the bridge with vocabulary words. Each student will "step" from one word to another, pronouncing each word and using it in a sentence, before moving to the next word.

Each word must be pronounced and used in a sentence before the student has successfully crossed the bridge.

*Teacher note: Make up a variety of vocabulary cards, paper clip together and have students select contractions, antonyms, etc.

II.C.13 Numerous Names

Objective: The student will increase word power.

Procedure:

Name as many words as you can, beginning with a given letter. Use the timer and see how many you can write in one minute.

Examples:

| (b) | (l) |
|---|---|
| baby | light |
| bottle | laugh |
| banana | like |
| blanket | lemon |
| birth | letter |
| bird | list |
| bunch | little |
| | llama |

Variations:

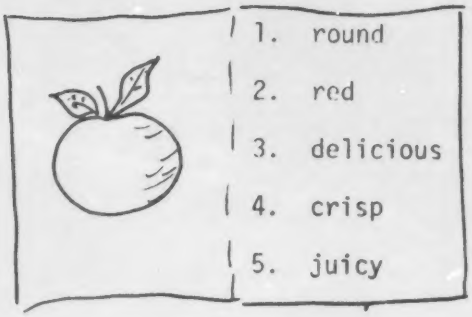
Use nouns, verbs as objective.

II.C.14 Expandit

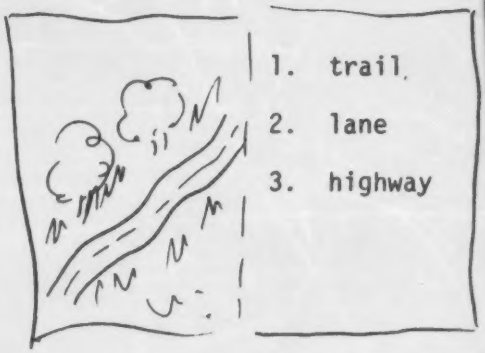
Objective: Students develop word power

Procedure:

Find pictures of objects. Have students add names and descriptions for the words pictured.



1. round
2. red
3. delicious
4. crisp
5. juicy



1. trail
2. lane
3. highway

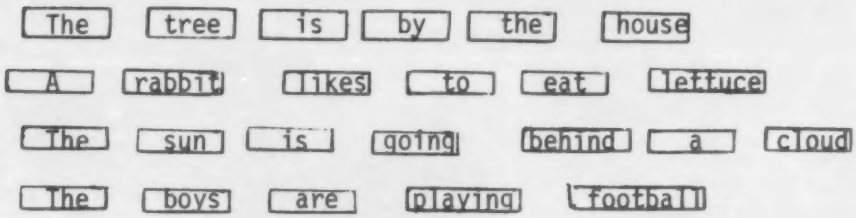
III.A.1. Scrambled Sentences

Objective: Children will recognize parts of a sentence. Children will be able to unscramble words and put them into a complete sentence.

Procedure:

This is a flannel board activity. Make up a complete sentence on tagboard. Cut the words apart and place them in an envelope. Have students pick an envelope and put the sentence together.

Examples:



III A-B 2. Burros of Fun

Objective: The student recognizes declarative, interrogative and exclamatory sentences. The student practices correct usage of periods, question marks, and exclamation points.

Procedure:

Cut a large box in half diagonally so that each half forms a triangle. Paint the box.

Cut 3 brown construction paper burros. Staple them to the box.

Label 3 sterofoam cups with punctuation signs (. ? !). Label a fourth cup "Sentences". Staple to box

On 2 "by 3" cards, print sentences, omitting punctuation marks at the end of each sentence.

Example:

Tuesday is library day

What makes a kite fly

What a fantastic jump

Glue sentence cards to popsicle sticks. Place in the "Sentences" cup.

Attach the title, directions and answer key to the board.

Playing Directions:

a. Take a sign from the "Sentences" cup.

b. Decide which punctuation sign is needed at the end of the sentence.

c. Place the sign in the correct cup.

d. Work until all the signs are matched.

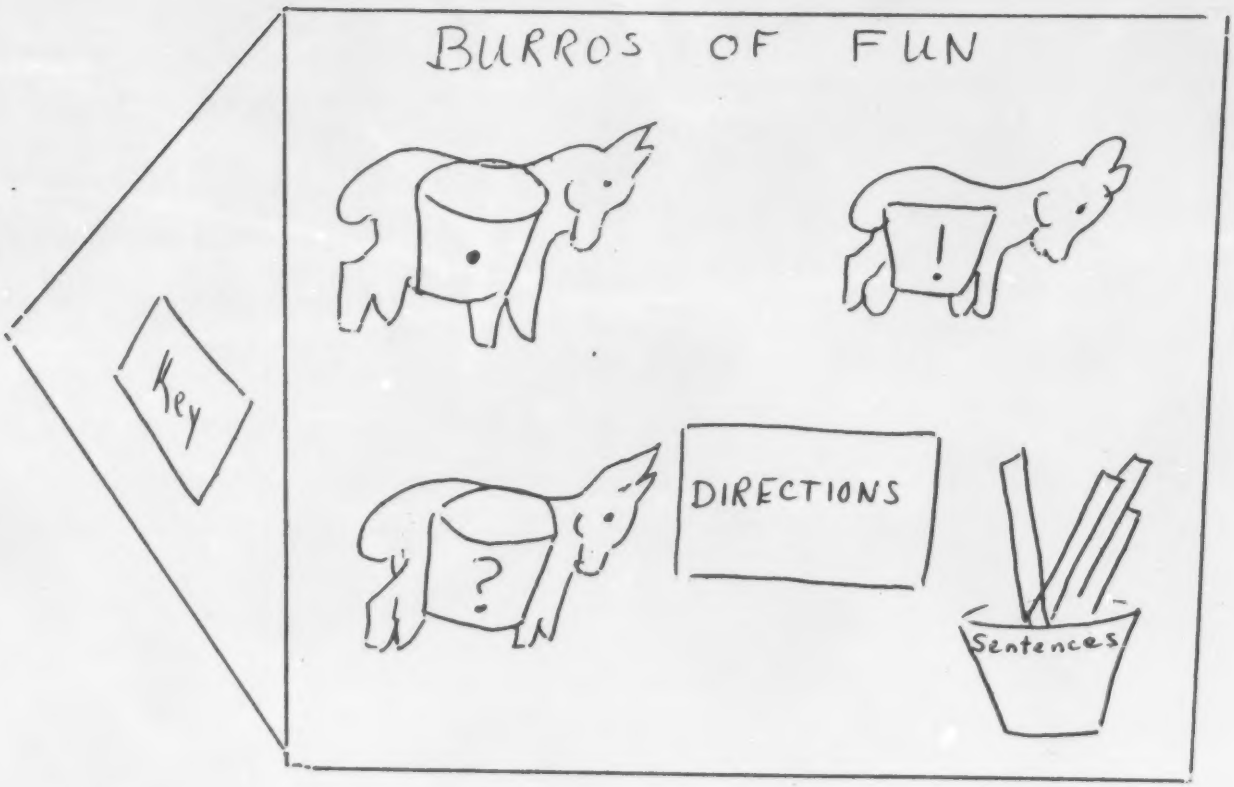
e. Check your answers.

f. Return the signs to the "Sentences" cup

III A-B 2.

Variations:

This learning station may be adapted for reading skills such as vowel sounds and syllabication, and for practice in recognizing parts of speech.



III.A.3 Bubble, Bubble, Toil and Trouble

Objective: The student rewrites the paragraph forming correct sentences.

Procedure:

Have students rewrite the paragraph below making corrections where needed.

The Mad Scientist picked up the test tube and he poured out the liquid into a flask and it began to gurgle and fizz and the noise grew louder and louder and suddenly the Mad Scientist grabbed the flask and he swallowed the mixture in one big gulp

III.A.4 Puzzlers

Objective: Students arrange words to make sentences.

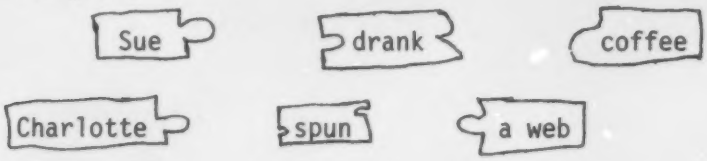
Procedure:

Write sentences on oak tag.

Cut them apart like puzzle pieces

Have students put together puzzle pieces to make sensible sentences.

Examples:




Variations:

Each group of words are different colors designating the different parts of a sentence: subject, verb, direct object.

III.A.5. Sentencing

Objective: The student write sentences.

Procedure:

Cut out pictures showing people engaged in various activities. Mount on heavy paper and laminate. Two index cards will be used for each picture. One card should describe the picture exactly. The other should be related, yet, contain a small phrase that does not exactly fit the picture. Code the back of the picture cards with the correct sentence as a self-checking device. Have children sort all the pictures and lay them out on the table. Read the sentence cards. Find the sentence to go with each picture.

III.A.6. Stop and Go Sentences

Objective: Students practice making complete sentences.

Procedure:

Write sentences on tag board. Underline the beginning of each sentence with green marker, the middle of the sentence with yellow and the end of the sentence with red marker.

Cut up the sentences at each color division.

Give the different colored cards to different groups of students. Have one student from the green group read a card, then a yellow and then a red. Combine the parts to make a sentence.

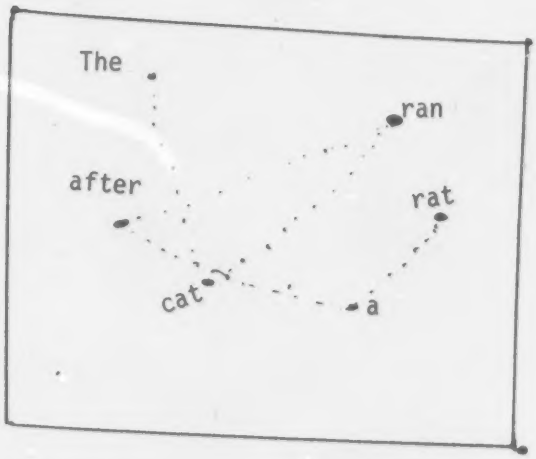
You should have some funny sentences.

III.A.7. Stitch-a-Sentence

Objective: Students practice making complete sentences.

Procedure:

Scramble the words of a sentence and print on a piece of heavy paper or fabric. Students use yarn or thread and needle to connect the words in proper order to make a complete sentence.



III.B.1 Sentence Formula

Objective: Children learn varied sentence structure.

Procedure:

Follow the formula listed using the words given

| Nouns | Verbs | Adjectives | Adverbs | Preposition |
|---|---|---|---|---|
| children | run | pretty | quickly | on |
| sidewalk | walk | friendly | loudly | over |
| trees | talk | handsome | quietly | under |
| songs | sing | blue | | |
| birds | fly | | | |

Auxiliary words

the
an
a

Formulas

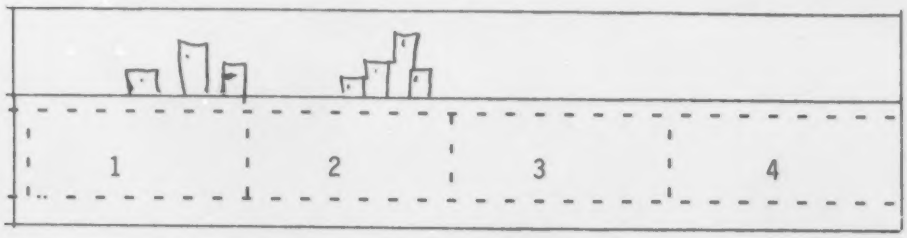
1. noun verb
2. adjective noun verb
3. noun verb adverb
4. noun verb noun
5. adjective noun verb adverb
6. noun verb preposition noun
7. auxiliary noun verb preposition auxiliary noun

III.B.2 What's the Sentence?

Objective: The student writes sentences from scrambled words.

Procedure:

Make a pocket out of tag and fold it. (See below)




In each pocket place cut apart sentences. Have students take out sentence parts and write sentences.

Example:

| | | | |
|---|---|---|---|
| Lisa | | and | cookies. |
| | made | Sharon | |

Note: Number each word part the same number as the pocket it belongs in.

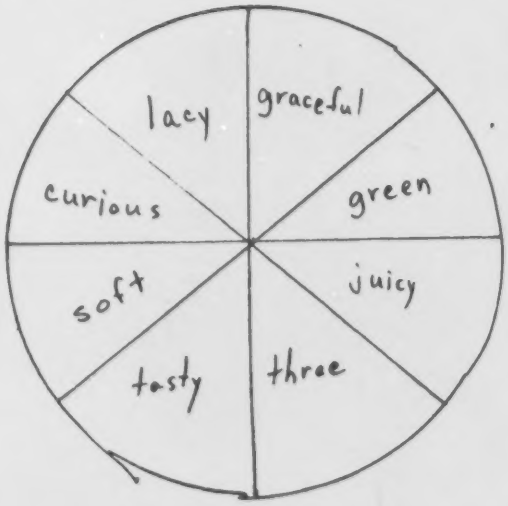
III.B.3 Vana Pie

Objectives: Students write sentences containing various parts of speech.

Procedure:

Use pizza cardboards or cut circles from tagboard. Divide each circle into wedges labeled with words which are all the part of speech. (One pie for nouns, one for verbs, one for adjectives). Cut apart pies and put all pieces in a container and have students make a noun pie, or an adjective pie, etc.

When the pies have been put together have the students write 2 or 3 sentences using various parts of speech.




Adjective pie

III.B.4 Western Union

Objective: The student reads a telegram and then writes out the full message.

Procedure:

Have a telegram ready for the students to read - either on an index card or construction paper. Direct the students to write the message in complete senteces.

Example:

Eastern Union

Congratulations

Excited to see new arrival

Leave flight, 27

Arrive 1:30

III.B.5 Sentence Relay

Objective:

Procedure:

Form teams of 2 to 4.

Have the first player on each team go to the board and write a word.

Each member of the team in succession adds a word to the sentence. The first team to make an intelligent sentence using all the players wins the game.

Variation:

Have each new word begin with the last letter of the preceding word.

The elf favored drumsticks.

III.B.6. Step Out

Objectives: The student rewrites the paragraph making sense out of the sentences.

Procedure:

Students rewrite the paragraph so it makes sense.

Big feet were once the fashion. In the country of Stumpingham for many centuries. There, King Stiff step had the largest feet. In the entire kingdom. The Queen of Stumpingham. Was a great beauty. Her shoes were the size of fishing boats.

IV.1. Paragraph Skills

Objective: Children will learn paragraph writing skills.

Procedure:

Children frequently have difficulty learning the concept of paragraph writing. One way of helping your students overcome this difficulty is through public speaking.

Have students deliver extemporanious speeches in topics chosen either by you or by them. It is usually best to limit the number of speeches to no more than five a day.

After each speech involve the class in a little constructive criticism. This gives you the opportunity to develop specific paragraph writing techniques such as eliminating repetition and organizing thoughts. This is also an ideal time to help students develop the use of multiple meanings for vocabulary and to begin to think in more complex, but related, language units.

Finally, as your students begin writing simple paragraphs, they will more fully understand that their paragraphs, like their speeches, are language units built around topic ideas.

IV.2 Looking at Posters

Objective: Children write concisely and learn to include relevant information about a topic.

Procedure:

Choose one of these events. Make a poster for it. Make up all the important facts. Use the reminders to help you.

| | |
|---|---|
| Comic Book Sale | Halloween Party |
| Cookie Sale | Pet Show |
| Pumpkin Contest | Science Fair |
| Kite Flying Contest | School Play |

Reminders:

1. Tell all the important facts.

   what it is
   who can take part
   when it will be
   where it will be
   how much it will cost
   why people should come
   any other important facts

2. Use as few words as possible

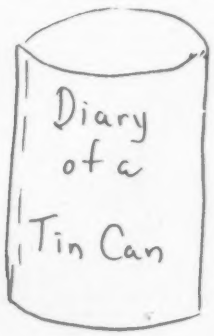
IV.3 Auto's

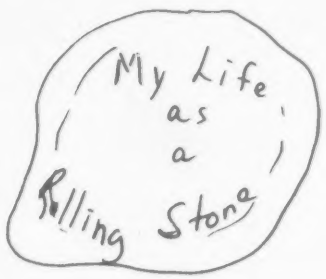
A. Preparation and Materials: Once the children have practiced writing their autobiographies and they know the difference between autobiographies and biographies, an inanimate autobiography is fun. They will need pencils and paper.

B. Directions to the Class: Now that you know the difference between a biography and an autobiography, I think you will enjoy writing another kind of autobiography. I will put some suggestions on the board. You may select one of them or you may develop an idea of your own.

Board Suggestions:

Betty Book's Life Story
The Diary of a Tin Car
My Life as a Rolling Stone
Tale of a Tall Timber
The Life of a Bicycle
The Journey of a Jack-o-Lantern
The Adventures of a Pair of Scissors




You may wish to make the cover of your autobiography like the narrator. For example, The Diary of a Tin Can could be shaped like a tin can.

C. Variation: Read the children a story like The Three Little Pigs. Let the children select one character from the story and write that character's autobiography, either before or after the known story.

Example: One of the three little pigs might begin his autobiography like this:

I was born on a clear September morning. Bright leaves were beginning to float gently to the ground. I felt good laying there beside my mother. Then, when I was only a few minutes old, I discovered I wasn't the only little pig born that morning. I had two little brothers. They looked just like me but...

IV.A.1 Sequence Stories

Objective: The student writes stories.

Procedure:

Duplicate three or more pictures in sequence or cut pictures from old work books and paste them on cards that can be arranged in sequence on the board.

Encourage the children to discuss the possible story ideas before they begin to write. Older children will produce longer more complicated plots than younger children but these ideas can be used in all grades.

Directions to the Class:

Stories are written in logical sequence. In other words, first things happen first, something else happens and then something else. We would not put the end of a story first, would we?

IV.A.2 Spin A Tale

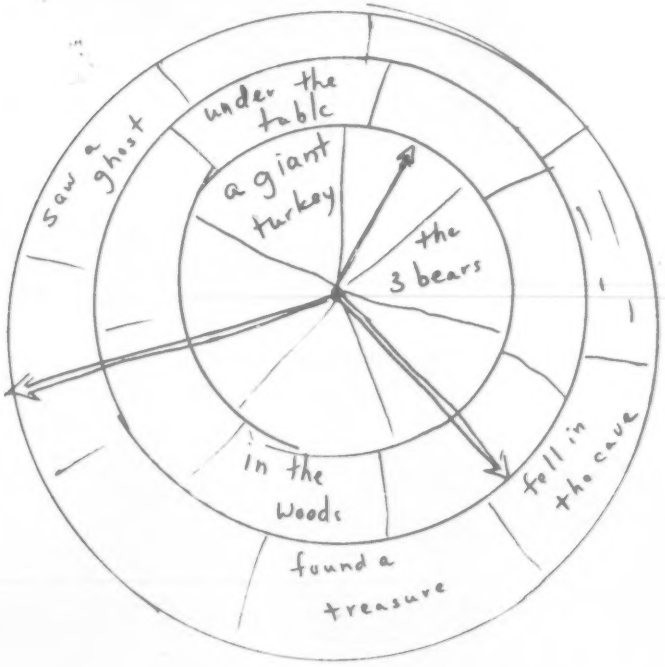
Objective: Children use elements of plot, setting and character to create a story.

Procedure:

Cut a tagboard circle about 17" in diameter. Write five or six story plots in a circle along the outer edge. Ex.: "saw a ghost", "found a treasure" "Battled the pirates". Inside the first circle write five scenes such as "in the woods", "under the table", etc. Inside that circle write five character descriptions, for example, "the tree bears", "a giant turkey", "the New York Yankees".

Then cut three different color arrows, each the radius of one of the circles. Attach all three to the center of the disc with a paper fastener, loose enough to be easily spinned. Then have children spin their own tales using the basic plot ingredients.

The idea of a giant turkey fighting the pirates under the table is likely to stimulate some imaginative thinking.



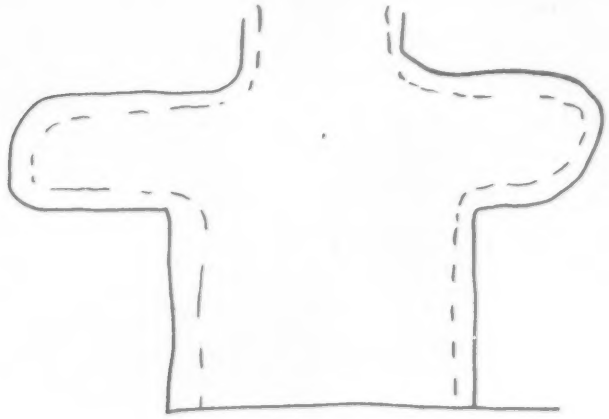
IV.A.3 Puppet Magic

Objective: Children use homemade puppets as a basis for creative writing.

Procedure:

Supply each child with a 4 inch foam ball; push a pencil or dowel 1 inch into each ball and apply glue to make it stick. Cut pieces of tissue paper to fit snugly around each ball. (Green for witch, orange for pumpkin, etc.) Apply glue to ball and press paper around it.

Glue on buttons, felt, yarn, etc. to make exaggerated features. For the body cut two pieces of 18" cloth in pattern shown. Sew seams as shown, leaving top and bottom open. Attach to head by a rubber band. Decorate at will and write stories about their puppets. Puppets and stories can be mounted on bulletin board.

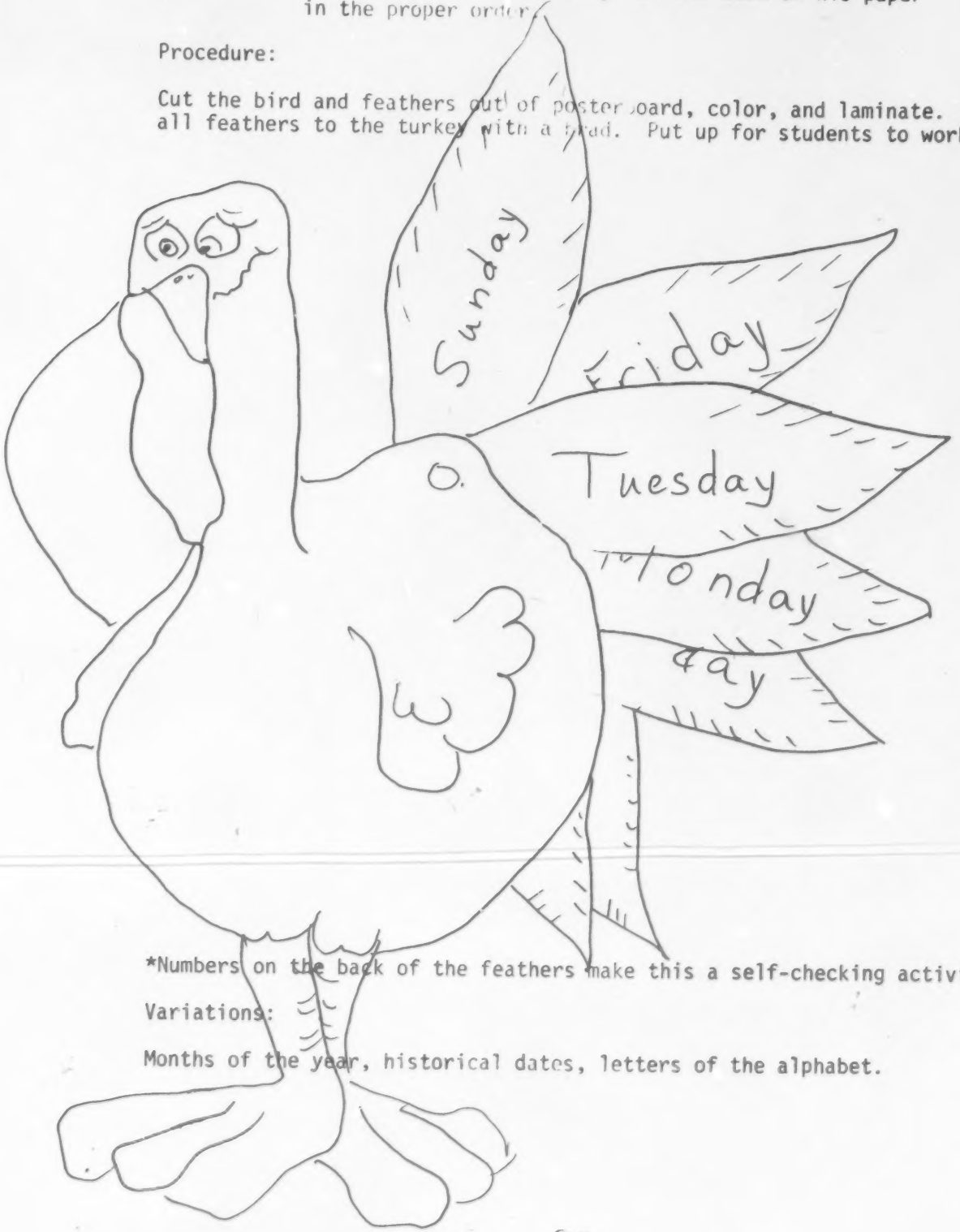


IV.A.4 Turkey Tails

Objective: The student writes the days of the week on his paper in the proper order.

Procedure:

Cut the bird and feathers out of poster board, color, and laminate. Fasten all feathers to the turkey with a brad. Put up for students to work with.




*Numbers on the back of the feathers make this a self-checking activity.

Variations:

Months of the year, historical dates, letters of the alphabet.

IV.A.5 Camouflage Capers

Objective: The student writes sentences in logical order.

Procedure:

Have students put the sentences in logical order. (Mix them up as they're in the right order.)

Weasels that live up north have protective coloring

In the warmer months their fur is brown like the earth or the color of tree trunks.

In winter their fur turns white like snow.

When the weasel's fur turns white, the tip of its tail remains black.

IV.A.6 Cut-up Comics

Objective: The student practices sequential order skills.

Procedure:

Mount comic strip frames from newspapers on small squares of poster board. (These may be laminated for durability.) Number the backs in proper order. Put the frames into small pocket envelopes in a learning center (a decorated shoebox is convenient) or on a bulletin board.

Direct children to read the separate frames and put them into the correct sequence. They may check by looking at the numbers on the back.

Extension:

Ask the children to write cartoons of their own to be included in the center.

IV.A.7. Order Up a Story

Objective: Students write sentences in sequential order.

Procedure:

Provide students with several sentences, which when put in sequential order will make a sensible paragraph. Students should number the sentences in order, and then write the paragraph.

Example:

Going Fishing

(3) Chris and Jim ride bikes to the river.

(4) They put worms on their hooks.

(2) They put all their worms in a coffee can.

(5) Chris catches the first fish.

(1) Chris and Jim dig worms.

(6) Jim catches the last fish.

(7) The boys ride their bikes home.

Variations:

Sentences can easily be made up about a party, a class trip to the zoo, making popcorn, etc.

IV.A.8 Witnesses!

Objective: Students develop ability to write, in sequential order, a series of observed student actions.

Procedure:

Designate one child to be the victim. The other children are witnesses. The victim goes through a series of five or six different actions. He may open and close the door, write some words on the blackboard, look suspiciously out the window, and start to count the children. To let the others know he is finished, he sits at his desk and says, "I'm innocent." At this point the other children must write down all his actions - in order. The child with all items correct wins and he may be the next victim.

IV.A.9 Can You Make It?

Objective: Students write directions in sequential order.

Procedure:

Help students write and illustrate directions for making a kite, making candy, making pancakes, applesauce, building a birdhouse, or any other simple procedure.

IV.A.10 Mush

Objective: The student writes a paragraph in logical order.

Procedure:

Put the following on the board or on a ditto with the following directions: In the following paragraph, the topic sentence comes first. The other sentences are not in the correct order. Write the sentences in order.

Eskimos live in lands nearest the Arctic Circle. Some Eskimos travel over the frozen earth by dogsled. Eskimos usually live in small villages, but they travel great distances each year to hunt and fish. Many use snowmobiles. These lands are the northern parts of Alsaka, Canada, Greenland, and Siberia.

IV.A.11 Catch a Falling Star...

Objective: The student rewrites a paragraph putting it in logical order.

Procedure:

Put on board or ditto, the following sentences. Have the children rearrange them and write them in logical sequence.

If it comes near the earth, it hits the air and gets very hot.

The real name of a falling star is a meteor .

Then it gives off light and we call it a falling star.

A meteor is a piece of stone or metal that is flying through space.

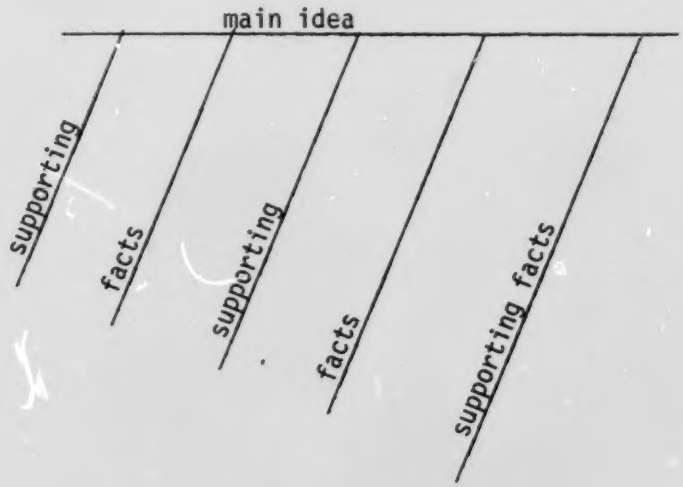
IV.B.I Diagram a Paragraph

Objective: Students practice discerning the main idea and supporting details of a paragraph.

Procedure:

Instruct students to write the main idea on a horizontal line and the supporting details on slanted lines beneath the main idea.

Example:



IV.B.2. Headline Hodgepodge

Objective: Students practice matching titles (headlines) to content.

Procedure:

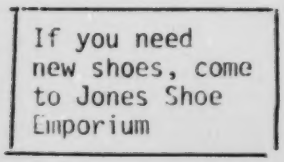
Separate news stories from their headlines and have students match them. It's best to use primary level newspaper articles from Weekly Reader or Scholastic Press.

IV.B.3. Sign Sense

Objective: Students may expand common street signs into complete sentences or

students may cross out unnecessary words, leaving the main idea of a sign.

Example:



IV.B.4 Author's Intent

Objective: Students infer an author's main idea and write a paragraph to explain it.

Procedure:

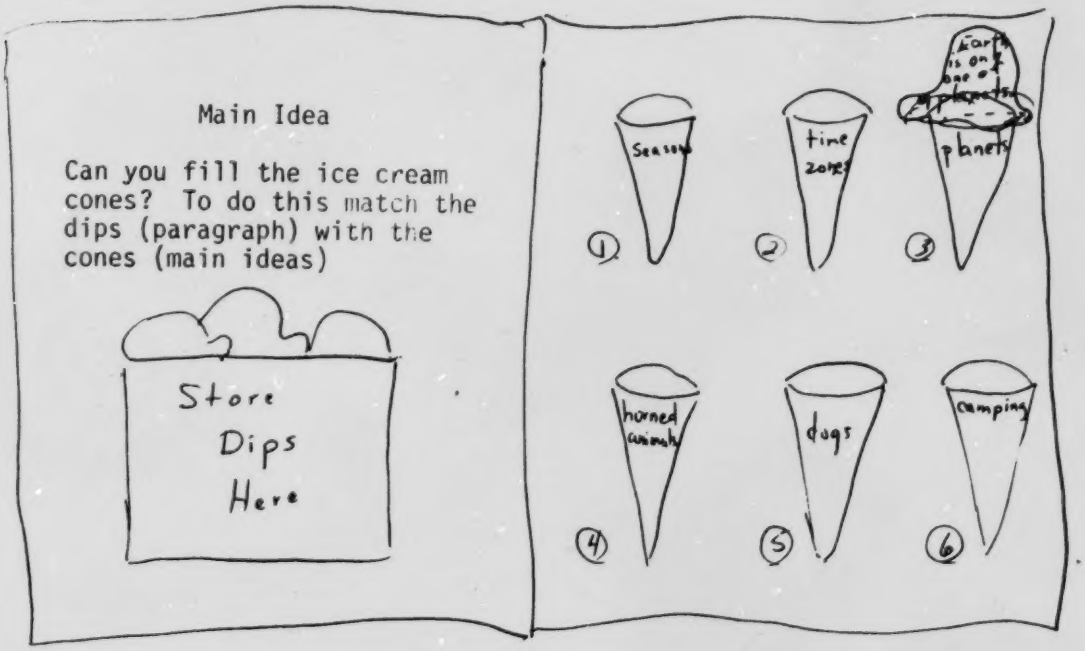
Prepare a worksheet that includes the name of a chapter in a book and a few sub-headings from that chapter. Through discussion lead the students to a statement of the author's main idea. Ask the students to write paragraphs of their own about that main idea.

IV.B.5 Dip It

Objective: The student matches the paragraph with the main idea.

Procedure:

Make the poster, cones and dips. Laminate the cones and dips if possible for longer lasting pieces. You can set this up in a center and have students copy the paragraphs and main ideas.




Variations:

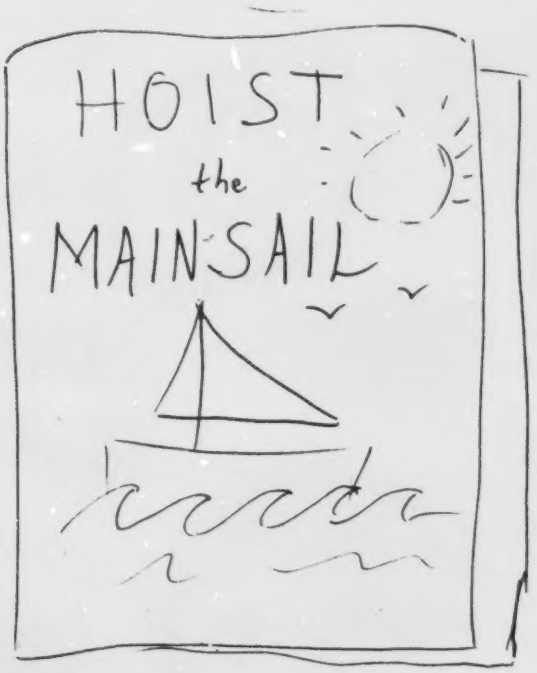
You can use this activity for homonyms, synonyms, antonyms, compound words, definitions, equations, etc.

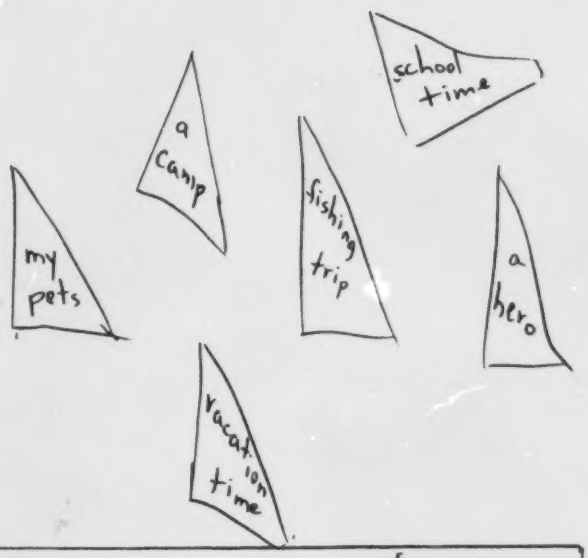
IV.B.6 Hoist the Mainsail

Objective: The student writes the paragraph that matches with the main idea.

Procedure:

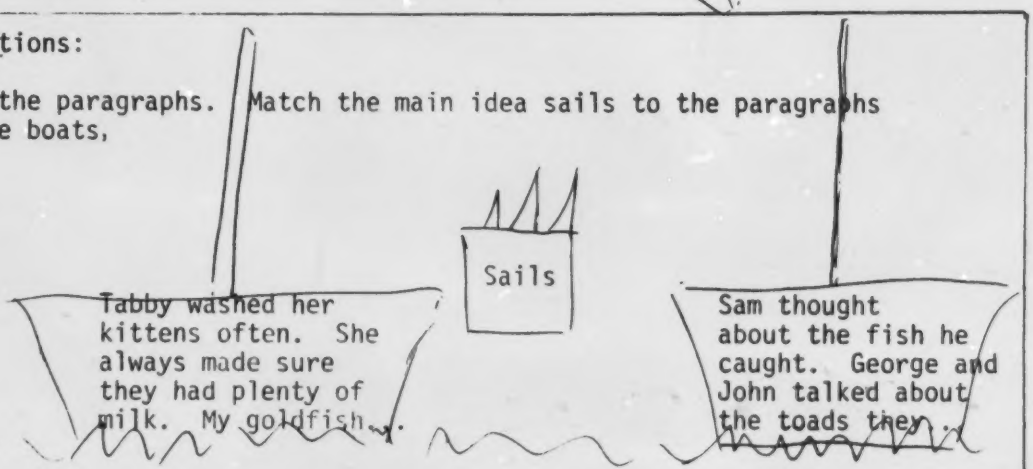
Make this activity out of a file folder. Find paragraphs in students' reading levels in old texts and put them in the base of the boat. Write the main ideas on the sail. Have students match the mainsail to the bo




Directions:

Read the paragraphs. Match the main idea sails to the paragraphs on the boats.


Sails
Tabby washed her kittens often. She always made sure they had plenty of milk. My goldfish
Sam thought about the fish he caught. George and John talked about the toads they

IV.C.I What Isn't the Idea?

Objective: The student practices finding the main idea of a paragraph. The student identifies irrelevant details.

Procedure:

Present a worksheet with simple paragraphs which include an easily identifiable topic sentence and one irrelevant sentence. Direct students to underline the topic sentence and cross out the irrelevant sentence. (Then rewrite the paragraph)

Example:

It wrinkled its nose and mouth into a snarl, showing its long yellow-white teeth. Its eyes flashed, and the hair on its back stood on end. ~~It looked as thought it had one lame foot.~~ I knew this was one angry dog!

IV.C.2 Read All About It!

Objective: Students practice expanding a main idea into a news article.

Procedure:

Provide catchy "headlines" that relate to nursery rhymes. Suggest that the children write a news article that relates to a "headline."

Example:

"Boy Arrested For Stealing Pig"

"Boy Hurt in Fall While Getting Water"

"Hope Shattered for a Good Egg"

IV.C.3 Paragraphing Skills

Objective: Students will be able to expand topic sentences into a story.

Procedure:

Put the following sentences on the board.

1. We lost all four fish
2. We decided when to go on our vacation
3. The boat leaked
4. We left for camp
5. We finally got the car packed

Ask students if the story makes sense in its present form. Ellicit the response that the sentences are in incorrect order. After putting the sentences in correct order explain to the students that these sentences are the ideas that paragraphs came from.

Have the room divided into five groups. Each group is responsible for expanding its topic sentence. After five or ten minutes have the groups report to the class. In grade 2 you may want the students to dictate their findings. In grades 3 or 4 they should be able to hand these in, in written form.

Iv.C.4 Class Newspaper

Objective: Children will be able to express themselves orally in a group

Procedure:

Children will meet in groups to discuss news stories from the paper. Care should be taken to make the stories as current as possible. These stories should then be condensed into one minute oral reports by a selected member of the groups. Each day this lesson is used, a different person should give the condensed report.

V.I Voices of Experience

Objective: Children use proper format (letters) to convey a consistent point of view to a specific audience.

Procedure:

This is a September bulletin board to make in June. Have this years' students write anonymous letters to next years class. Have them include advantages, disadvantages, privileges, responsibilities, highlights, low points. In September attach letters to bulletin board, add hand outlines and caption "Old Hands Tell What It's Like in Grade 4"

V.2 Sound Off About Books

Objective: Children report on books in a variety of ways.

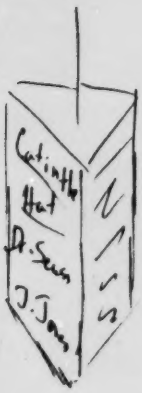
Procedure:

1. Make a book character doll and serve as a ventriloquist while the doll relates highlights from the story.

2. Choreograph the book. The dancer can decide whether or not to narrate the story or recruit an assistant to help. The dancer outlines the narration.

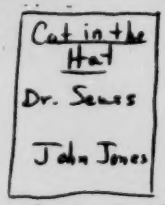
3. Dress up as an animal, person or object from the book and tell the story from this character's point of view.

4. Write a detailed description of a character in the book. Read it aloud to your classmates. Have them interpret in a drawing. Compare class pictures with author's illustration.




5. Children make a 3D mobile book report. Divide a 9"x12" piece of colored construction paper horizontally in thirds and staple ends together. Finished work is suspended from ceiling. To each of the three sections, the students glues a component of the book report as follows:

   Section I. The title and author of book and students name. Example:




   Section 2. A brief summary of the book

   Section 3. An appropriate illustration for the book

V.A.I Put Me Together

Objective: The student follows directions and puts together a character (or design).

Procedure:

1. Trace and cut from the construction paper the patterns you've been given.

2. Color

3. Attach all the pieces together and you've got a puppet or a story character.

Variations:

With the finished product, you could have the children write a story, poem or paragraph about their character
*Use tan grams (Chinese puzzle), too.

*Illustration can be used.

# Put Me Together

V.A.2 Do What I Say

Objective: The student reads a paragraph and follows directions.

Procedure:

Have students read and follow directions.

Sample Format:

A. This story is about Simpleton. He was the youngest son of a great king. He did not have much to say. This is why his brothers thought he was stupid.

1. Draw a line under the name of the youngest son.

2. Make a box around the words that tell what his father was.

3. Draw a line around the word that tells what his brothers thought Simpleton to be.

V.A.3 Do It Yourself

Objective: Students will put directions in sequence.

Procedure:

Scramble the directions from a recipe.

Put each direction on an index card.

Have students put them in correct sequence and then try it out

Example:

Peanut Butter Cookies

2 cups graham cracker crumbs (24 crackers)
1 cup sugar
3/4 cup evaporated milk
3/4 cup chunk style peanut butter
shortening

Drop by teaspoonfuls onto greased cookie sheets (use a butter knife to push the mixture off the spoon). Bake about 15 minutes or until cookies puff up slightly but are still cool. Cool before removing from cookie sheet.

In a large bowl mix the crumbs with sugar, evaporated milk, and peanut butter. Stir until well blended.

Makes about 4 dozen cookies.

Crush graham crackers into fine crumbs by placing crackers between 2 sheets of waxed paper and going over them with a rolling pin.

Turn on oven; set at 350 . Grease cookie sheet with shortening.

V.A.4 What Does It Look Like?

Objective: The student follows directions by drawing a picture from a sheet of directions.

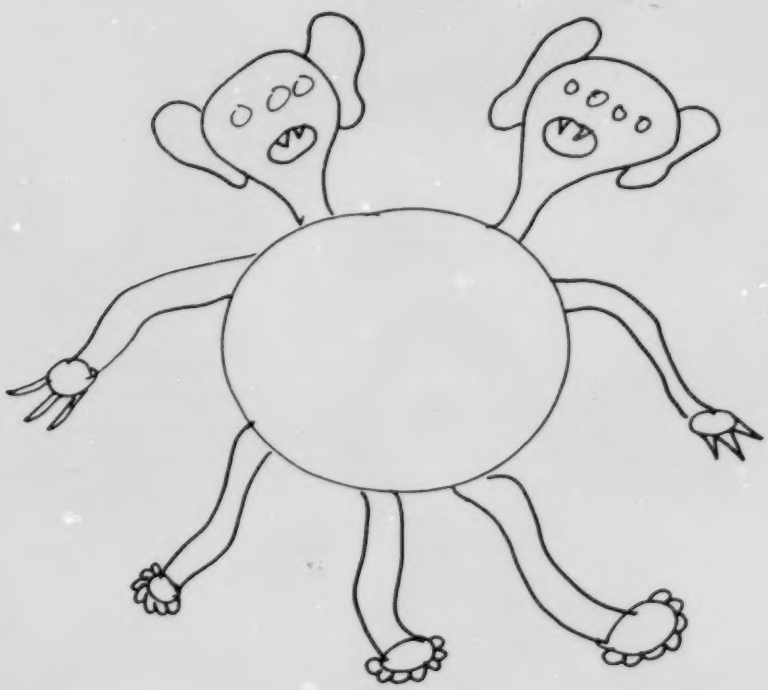
Procedure:

Make up a funny description of a monster. The child reads this description and draws from it.

Example:

My body is round. It is purple. I have two heads. They are orange. One head has three eyes and one head has four eyes. I do not have any noses. I have two ears on each head. They are green. They are very large. I have one mouth in each head. Each mouth has only two sharp, pointy teeth. One tooth is yellow and the other is black. I have two arms and two hands. They are blue. Each hand has three fingers. I have three legs, with one foot on each leg. They are red. Each foot has seven toes. Draw me.

Illustration:



V.A.5. Remember

Objective: The student practices following directions.

Procedure:

Make a ditto or write on the board and have pupils do as directed.

You may use the following:

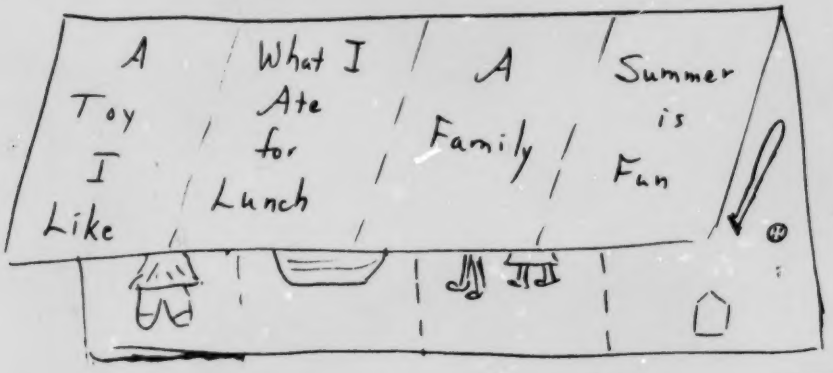
1. Begin with P, write the letters back to B.
2. Draw a 2 inch square and put an x in the middle.
3. Turn to page 15 in your dictionary and copy the guide words.
4. Write the name of your teacher
5. Write the number of girls in your classroom.

V.A.6. Draw Me

Objective: The student follows directions by drawing pictures of everyday activities.

Procedure:

Direct the children to fold their paper in half length-wise. Then divide the paper into equal parts. Have topics such as "A Toy I Like" or "What I Do At Bedtime." Print this on the front of the card. On the inside, have the child draw a picture to describe his title (or cut an appropriate one from a magazine and paste it inside.)



V.A.7 Sign Language

Objective: The student will decode a story using symbols, thereby reinforcing how to follow directions.

Procedure:

Find out what the message below means. Write the message on the blank line.

Sign Language

| | |
|---|---|
| Me | North |
| Room | by or near |
| Side | meet |
| Table | on or top |
| of | |

Message:

V.A.8. Cook It Up

Objective: The student learns to follow directions by adding recipe to a booklet.

Procedure:

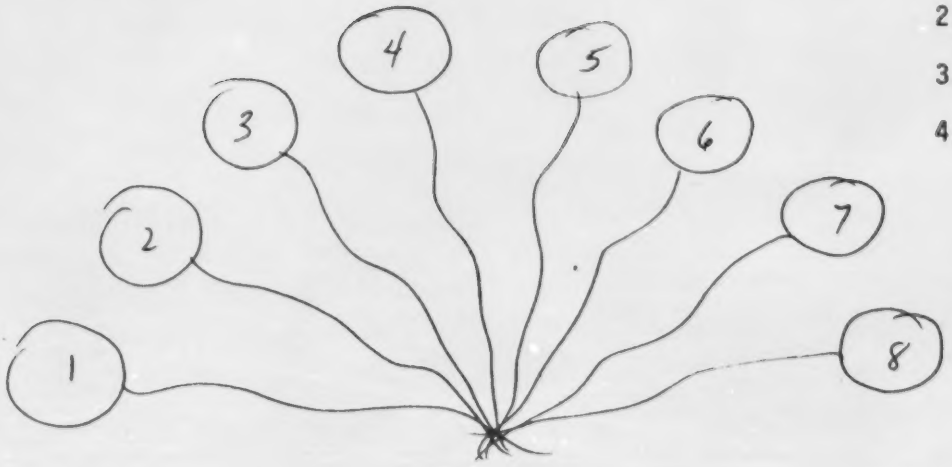
Supply index cards or ditto paper if students are each going to receive a copy. Have children bring in a favorite recipe and copy onto paper to add to the collection.

V.A.9. Color the Balloons

Objective: The student follows directions.

Procedure:

Color the balloons on your paper according to the color key.




Key

1. Blue
2. Green
3. Yellow
4. Red
5. Brown
6. Black
7. Orange
8. Purple

V.A.10. Spin A Yarn

Objective: Children practice the concepts of story telling, logical thinking and sequencing of events.

Procedure:

Cut different colored skeins of yarn into 12-15 inch lengths, tie the strands together, and roll them into one large ball. Have the students sit in a large circle and choose one child to begin making up a story. He is to unravel the ball of yarn and roll it into a new ball while talking, stopping when he comes to the end of the first color. Then he hands it to the person to his right, who continues the story until the second color runs out. This continues until the last person in the circle receives the ball and adds an ending to the story.

This activity can be taped. Each child can then be responsible for listening to his segment and writing it down, forming proper sentences, using correct punctuation, and varied vocabulary.

V.A.11. Sender-Receiver Game

Objective: Students practice giving clear instructions and following directions.

Procedure:

Sets of shapes, such as circles, triangles, rectangles and squares, of differing sizes and colors are assembled and put into envelopes. Each player needs a set. Children are paired off and sit back to back on the floor. (Or one child could be the "telegrapher" and the others "receivers".) The telegrapher arranges some of his shapes into a pattern and tells the receivers where to place his shapes to reproduce the pattern. (No peeking permitted!) When finished, a glance will disclose whether the sender and receiver were successful or not.

Variation:

Small flannel boards and cutouts of people, clouds, trees, cars, houses, etc. can be used to create a scene.

V.A.12. Follow Directions

Objective: Students practice following directions.

Procedure:

Prepare worksheets for the students. Ask them to separate the words so they make a sentence and then to follow the directions given.

Examples:

DRAWABOYSITTINGONALOG

PUTACIRCLEINSIDEASQUARE

MAKETHEMANINTHEMOONSMILING

DRAWTHESUNSETTING

WRITEAGOODNAMEFORAHORSE

V.A.13. Blindfold Walk

Objective: Students practice giving clear verbal directions to another student.

Procedure:

Conduct a blindfold walk. One student is blindfolded and led to a starting point. Other students give directions to help the "blind" student make his way to another point in the classroom to reach a "reward" (candy or a card entitling him to a free 5-minutes).

V.B.I. Book Report

Objective: Student will follow approved procedure in writing his report.

Procedure:

Give the student the following form for completing a book report.

Book Report

1. The name of the book is _____

_____

2. The author of the book is _____

3. The book tells about _____

_____

_____

_____

_____

_____

4. The part I liked best was _____

_____

_____

_____

_____

_____

Name _____

Extension:

Choose some of the book reports to be duplicated on 5" x 8" file cards. this can be used as a library file for future reference.

V.B.2 Write On

Objective: Student writes for a specific purpose

Procedure:

A. Wanted--Good writers

Writing ads can help children become aware of their use and will provide practice in clear, concise written communication. After studying newspaper want ads, have pupils write their own for the following situations--

1. You want to find your lost black kitten.
2. You are seeking a part-time job cleaning yards.
3. You are looking for the owner of a collie puppy you found.
4. You want to sell your own one-speed bike.
5. You want to buy a used stereo.
6. Your family is going to have a garage sale.

B. Pass the rolls

Collect rolls from paper towels, foil, plastic wrap or toilet tissue and use them as cores for story starters, writing assignments, etc. Cut a strip of newsprint, write material on it tape to roll with masking tape. Roll 'er up, fasten with paper clip. Group rolls in basket or decorated box for mini-center.

V.B.3. Who Is It?

Objective: Children practice letter writing skills and develop a sense of audience.

Procedure:

As Halloween approaches, arrange for some mysterious letters to arrive signed by a variety of suitable scary characters: Frankenstein, Count Dracula, Marley's ghost, etc. These letters can be especially exciting if they come addressed to individual students. But if time limits are cramping your own creative energy, you may want to post one or two "open" letters for all to read and answer. Messages should contain some kind of problem or question that deserves an answer. Provide a monster mailbox for replies.

Example:

Dear Pat (or Dear Young Humans)

Halloween is getting closer at last. But I have a terrible problem you must help me solve.

Each day I am getting weaker. My arms and legs hardly move at all. I think it's my batteries.

Please write back quickly and tell me when I can meet you and where. It must not be a public place, you understand. I know I can trust you.

Monstrously yours,

Frankenstein

Dear Chris:

Halloween is next week and since you are the scariest person I know, I thought I'd drop over that night.

Can you think of something to do? Last Halloween I had to stay home and watch TV because I couldn't think of anything scary to do.

Write me and let me know your plans.

Your fiendish friend,

Count Dracula

V.B.4 Real Life Motivators

Objective: Children write letters using proper format.

Procedure:

Bring in the copy of the Bantam paperback, 1001 Valuable Things You Can Geet Free by Mort Wersenger. Show class how to write good business letters requesting an item of their choice and watch their enthusiasm grow as "freebies" roll in.

V.B.5 Dear Ann

Objective: The student writes a letter.

Procedure:

Clip letters to Ann Landers from the newspaper. Mount them on posterboard or laminate for durability (You could write your own about a classroom problem). Have students select a letter from the pocket. Read it. Be Ann for the day and write an answer to the letter.

Variation:

Have the student write a letter to Ann Landers so that classmates may answer.

V.B.6. Doctor, Doctor

Objective: The student writes a letter of invitation from a business card.

Procedure:

Give each child a copy of the business card. Have them write a letter of invitation to the dentist inviting him to come to the classroom and speak on one aspect of dental health.

Anthony C. Argentine, D.D.S., P.C.

15 Clinton Avenue
Cortland, New York 13045 756-8821

Variation:

Using other types of business cards, have children write thank-you letters, letters of inquiry or letters of complaint.

V.B.7. To Whom It May Concern

Objective: The student rewrites the letter making corrections.

Procedure:

Make a ditto of the following and have students follow the directions.

14 Lamont Circle
Ithaca,: New York
May 15, 1980

Disco Record Company
main Stree
Chicago, Illinois

Dear Sir

I would like to apply for the job you advertised in the skool newspaper.

i am a good worker? I can work in the afternoon and all day on saturday

I want to learn more about the job. please right to me at the above Address.

"Thank you."

Sincerely...

Steve

Find and circle the 13 errors made in this letter. Correct the mistakes and rewrite the letter.

V.B.8. You Send Me

Objective: The student practices addressing an envelope.

Procedure:

Have the student make an envelope following directions on a ditto (or have some already made). Then make a greeting card to send to someone special.

Address and mail your cards a few days early.

# Addressing an Envelope

Name: _____

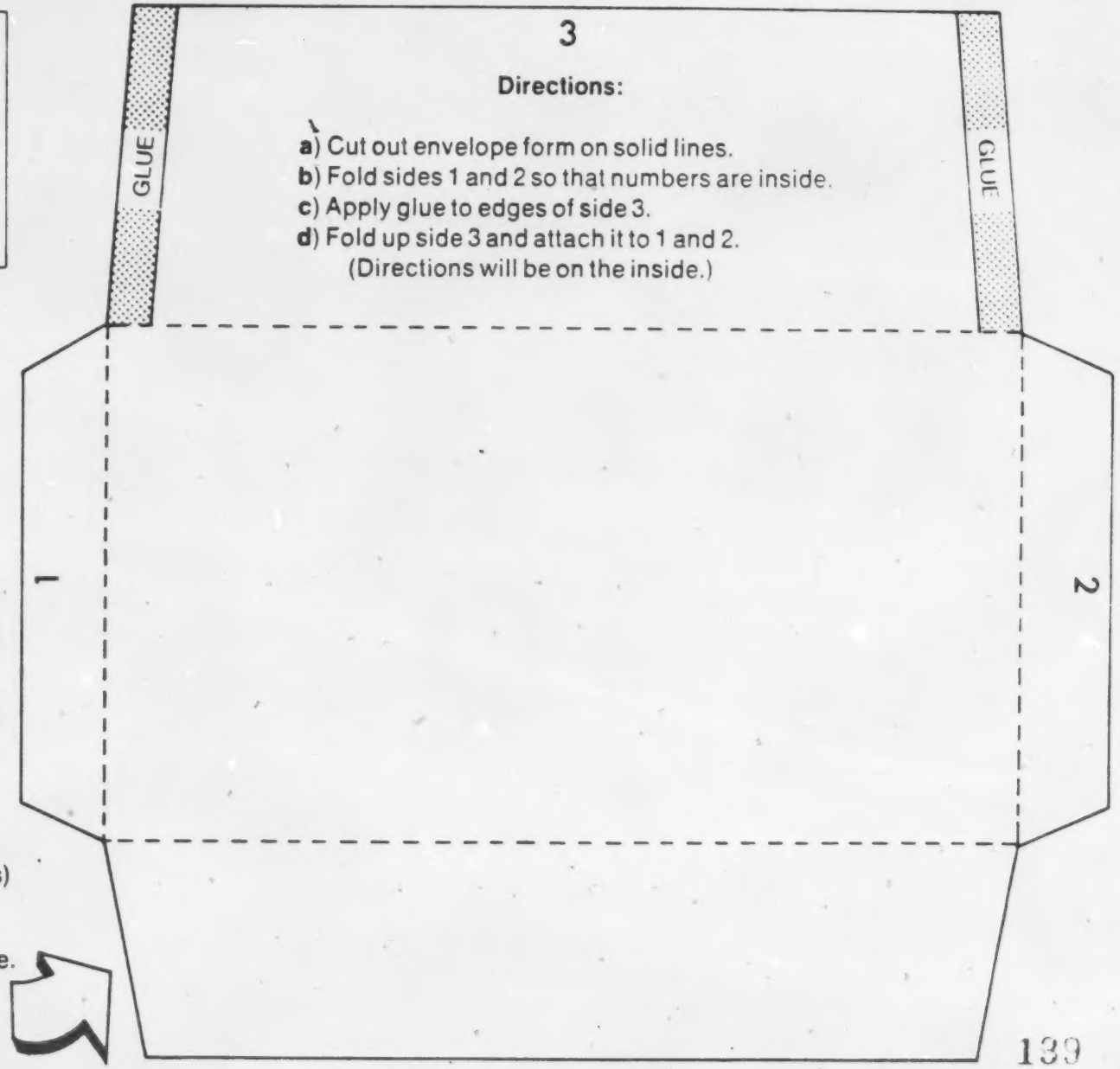
Your Name
Street Address
City, State, ZIP Code

Your Friend's Name
Street Address
City, State, ZIP Code

**POST OFFICE PROPER**

1. Be sure to write clearly and neatly.
2. Always include your return address in the upper left-hand corner.
3. Always use correct ZIP codes. You can find a ZIP you don't know in the national ZIP code directory, available in your local post office or public library.
4. Always put the postage stamp in the upper right-hand corner. Letters are sent *first-class* mail. How much does a first-class stamp cost? _____
5. Never send money (bills or coins) through the mail.

Cut out and assemble this envelope. Address it to a friend, following the directions given above.




**Directions:**

**a)** Cut out envelope form on solid lines.
**b)** Fold sides 1 and 2 so that numbers are inside.
**c)** Apply glue to edges of side 3.
**d)** Fold up side 3 and attach it to 1 and 2.
(Directions will be on the inside.)





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V.B.9. Author's Registry

Preparation and Materials: Children will need a 5x8 file card and a pencil. A picture of the child could be added if one is available. The file card holder should be labeled and have alphabet dividers so that the children can file their own sketches.

This method of beginning gives the children something to write immediately. It helps you to get to know your students and gives them a feeling of importance. Children enjoy reading about themselves, their classmates and their teacher. A teacher sketch is helpful as a sample. It should be geared in length and content to the grade level of the children.

Example:

Name: Mrs. Mary Smith
Address: 211 Blank Street
Flint, Michigan
Grade: 5
Teacher: Mr. Smith

Picture if Available

I am _____ tall. I have _____ eyes and _____ hair. My hobbies are _____ and _____ I like _____, _____, and _____. I don't like _____, _____, and _____.

Directions to the class:

"Writers like to know something about each other, so today we are going to begin by writing "thumbnail sketches" of ourselves. We will file the cards in the author's registry and they will be available for anyone to read.

V.B.10 Writing Notices

Objective: Students practice writing bulletin board notices clearly and correctly.

Procedure:

Through discussion, lead students to understand:

How to Write a Bulletin Board Notice

Have a good title

Use capital letters correctly

Keep neat margins

Use paragraph form. Indent

Keep the notice short, but include all necessary information

Use clear, concise language

Example:

> Lost
> A blue paper-mate pen with a silver top. If you find it, please return to Jill Murphy in Mrs. Green's room.

Suggested topics for notices:

a. Pretend you lost a special blue sweater that has your initials on the collar. Write a notice to put on the student bulletin board.

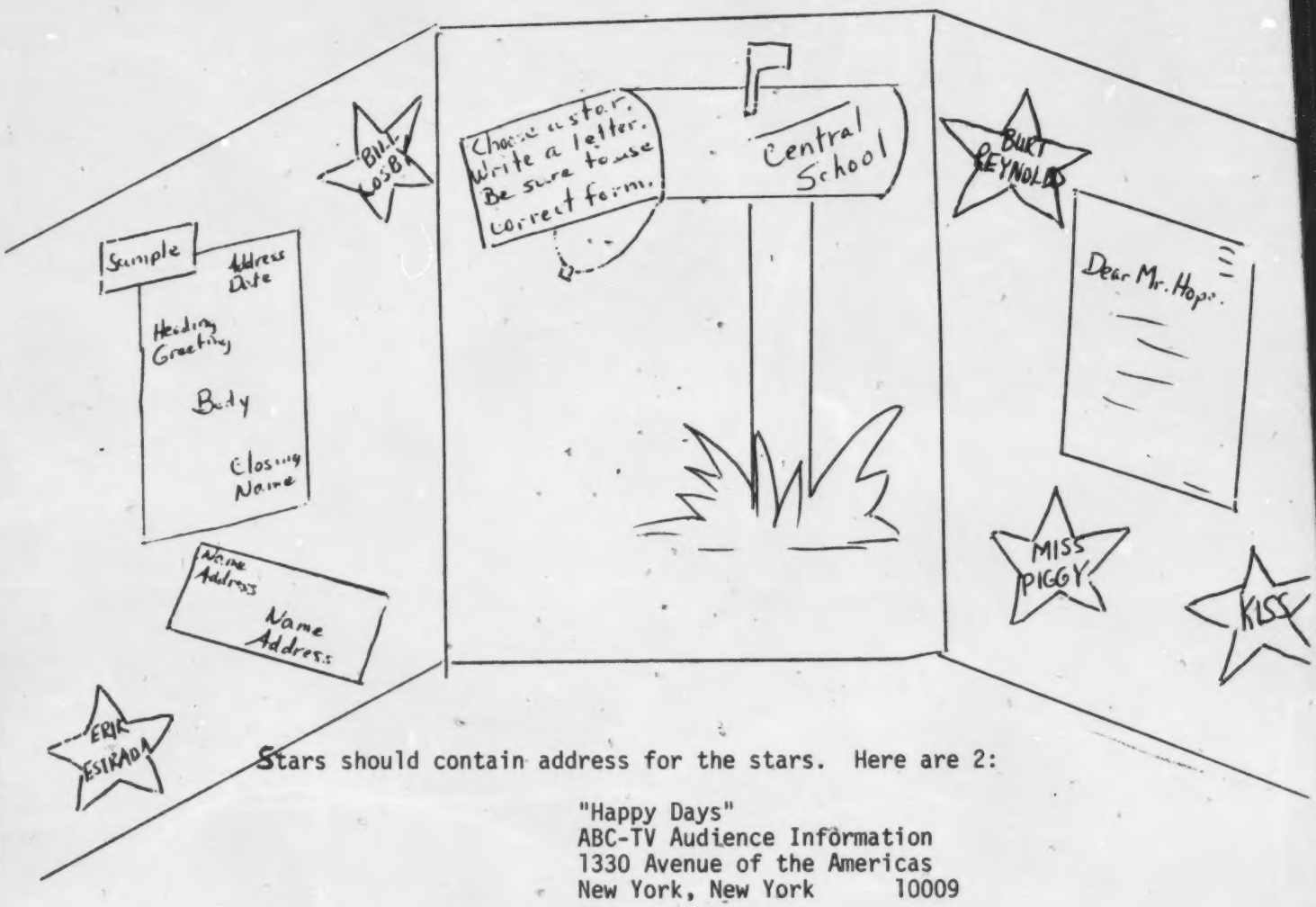
b. Pretend you want to earn money for a new bicycle. Think of things you can do to earn the money. Write a notice for the bulletin board.

c. Pretend that you and your mother have made some stuffed animals that you'd like to sell. Prepare a notice for the bulletin board.

V.B.11. Write a Letter to a Star!

Objective: Students practice letter writing skills.

Activity Center




Stars should contain address for the stars. Here are 2:

"Happy Days"
ABC-TV Audience Information
1330 Avenue of the Americas
New York, New York 10009

"Good Times", "All in the Family"
Tandem Productions
1901 Avenue of the Stars
Suite 666
Los Angeles, California 90067

V.B.12. Ice Cream Flavor

Objective: The student practices correct letter writing skills.

Procedure:

Help children "invent" a new kind of ice cream dessert. Have children write to ice cream companies, offering to sell their new idea or recipe.

V.B.13. Letters to the Leprechauns

Objective: The students practice letter writing skills.

Procedure:

Prior to St. Patrick's Day spend a few minutes after school "playing leprechaun tricks." Hide things, switch student notebooks, unplug the record player and other similar pranks. You may wish to leave some tiny green footprints on the window-sill. When the children arrive the next day, explain that the leprechauns must have visited during the night. Repeat procedure for two or three nights.

Have the class work together to compose a letter to the leprechauns, asking them to stop disrupting the classroom, and requesting that they offer some information about themselves. Leave it on the chalkboard.

Before the children arrive next morning, compose the leprechauns' answer.

> We live in mushrooms.
> Our beds are made of green grass.
> We eat berries and drink morning dew.

This activity may be extended by having students write individual letters to the leprechauns, asking questions or explaining the importance of being a good worker and a neat housekeeper.

On St. Patrick's Day, a special dessert or green kool aid might be a gift from the leprechauns who, of course, go back to their own land at midnight.

V.C.I. Variations on a Theme

Objective: Students write paragraphs, using different points of view.

Procedure:

Ask students to choose one or two of the following topics and write a paragraph.

1. Describe yourself from your brother's or sister's point of view.

2. Imagine what life would be like if you were only one inch tall. Make a list of advantages and disadvantages of such a teeny-weeny life. Write a paragraph about the advantages, and write a paragraph about the disadvantages.

3. Imagine what life would be like if you were 20 feet high. Write about it.

4. Pretend that you are a mechanic for Evil Knievel. Write a letter to a friend, describing one of the jumps he's made.

5. Pretend that you live in northern Alaska. Tell what your life is like.

6. Describe your bedroom from your point of view and then from your mother's point of view.

V.C.2. Likenesses

Objective: Students recognize similarities among an author's works.

Procedure:

Have students read several stories, books, or poems, by the same author. Have them list any similarities between the different works, characters, themes, etc.

Example:

Robert McCloskey (Homer Price) stories have lots of similarities.

Beverly Cleary poetry would provide comparisons.

Laura Ingalls Wilder's Little House books are excellent sources.

V.C.3. Black Out

Objective: The student writes how he would feel during an important historical/local event.

Procedure:

Discuss with children how they would feel or what they would do if:

--the power pooped out

--the day Mt. St. Helens erupted

--the day mom had a baby

V.C.4. Mr. President

Objective: The student writes what he would do if he was president for a day.

Procedure:

Brainstorm with children what it would feel like to be someone other than themselves. Jot down ideas. Then have children write down how they would feel as:

--the president
--the principal
--the teacher
--Jim Henson

V.C.5. This is the End

Objective: The student practices writing and listening skills.

Procedure:

Have the children listen very carefully to a short story. Care should be taken to use a story that children are not familiar with. This will encourage the students to listen very carefully.

Have the students meet in three or four groups and discuss a possible ending. Each ending is discussed in class. After each group is heard, the best ending is chosen. The ending should employ similiar language and should be as appropriate as possible with the direction the story was heading.

Have the students dictate the short story with their ending on a tape recorder. Then have the real ending read. A discuss of the two endings should follow.

Compare the two. Have other classes critique the two with out knowing which is the correct story and which one has the made up ending.

V.D.I. For Sale: The White House

Objective: Students write advertisements for the sale of the White House.

Procedure:

Help students to realize the necessity of research into the attributes and history of the White House.

Following research and discussion, students should write their advertisements, keeping in mind the fact that only very wealthy people will be interested in such a purchase.

Variations:

Research other famous buildings, monuments, or other structures, such as the Golden Gate Bridge, preparatory to writing a For Sale advertisement.

V.D.2. For Sale

Objective: The student maintains a sense of audience as he writes advertisements.

Procedure:

Write an ad to sell a brother or a sister.

Variations:

Write an ad to sell your bicycle.

Write an ad to sell your father's car.

Write an ad to sell your mother's washing machine.

V.D.3. Meet My Friend

Objective: The student writes a biographical introduction of a classmate.

Procedure:

Through discussion, develop some good interview questions applicable to your grade level.

Example:

a. How many are in your family?

b. What are your hobbies?

c. What's your favorite television program?

Ask students to work in pairs, interview each other, and write introductions based on their interviews.

Every introduction is then read aloud to the class.

Variation:

A class "Who's Who" may be compiled.

Students may wish to extend the activity by writing letters to favorite celebrities. In their letters they might include their interview questions. When answers are received, biographical sketches may be compiled into a "Celebrity Who's Who."

V.D.4. Scavenger Hunt

Objective: Students maintain a sense of audience as they write directions to locate a surprise.

Procedure:

Motivate students to prepare a scavenger hunt for another class. They should formulate clues to help locate a hidden surprise such as a watermelon, or a bag of candy. Clues should also be hidden and each clue should have directions to locate the next clue.

Appendix 1

Language and Composition Objectives for Grades 2, 3, 4

I. The sentence: the child learns to:

A. Recognize the two parts of a sentence

B. Recognize the complete sentence pattern

C. Recognize the function of nouns, verbs, adjectives and adverbs in a sentence

D. Recognize subject-verb agreement

E. Distinguish among declarative, interrogative, imperative and exclamatory sentences

F. Understand the relationship of word order to meaning

G. Change word order to make declarative and interrogative sentences

H. Expand basic patterns by using adjectives, adverbs and phrases

I. Use pronouns correctly

J. Understand and use compound subjects and predicates

K. Combine sentence patterns by compounding

L. Combine sentence patterns by subordination

M. Develop a sense of word choice

N. Understand tnat correctness depends on usage

II. Organization and Development

The child learns to:

A. Write topic sentences

B. Relate supporting details to main ideas

C. Use connectors

D. Write events in sequential order

E. Recognize organization by cause and effect

F. Write paragraphs showing cause and effect

G. Recognize organization by comparison and contrast

H. Write paragraphs which show comparison or contrast

I. Draw conclusions

J. Write reasons which support a deduction

Appendix 2

How to Be A Good Storywriter

1. Have a good story to write.

2. A good story may be about:
   a. something that is funny
   b. something that has a surprise ending
   c. Someone who is in danger
   d. someone who is trying to do something very difficult or
   e. someone who is trying to do something that is both dangerous and funny

3. Every good storywriter tells five things in his stories:
   a. who the people in the story are
   b. when the story happens
   c. where the story takes place
   d. what happens in the story and
   e. what happens at the end

4. Keep to the main event when writing your story. Be sure all other events are connected to the main event.

5. Write the events in the proper order

6. Take out sentences that interfere with the progress of the story

7. Include interesting descriptions

Appendix 3

## A Basic Word List*

| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 |
|---|---|---|---|---|
| 1. come | 1. am | 1. an | 1. if | 1. far |
| 2. here | 2. be | 2. as | 2. or | 2. got |
| 3. I | 3. do | 3. by | 3. us | 3. hot |
| 4. we | 4. he | 4. of | 4. buy | 4. try |
| 5. jump | 5. no | 5. ate | 5. cut | 5. draw |
| 6. down | 6. on | 6. had | 6. its | 6. easy |
| 7. up | 7. so | 7. has | 7. sit | 7. even |
| 8. in | 8. are | 8. her | 8. use | 8. fall |
| 9. can | 9. but | 9. him | 9. why | 9. feel |
| 10. ride | 10. did | 10. his | 10. been | 10. full |
| 11. see | 11. eat | 11. now | 11. best | 11. hard |
| 12. my | 12. for | 12. let | 12. both | 12. hold |
| 13. fast | 13. fun | 13. new | 13. call | 13. hurt |
| 14. the | 14. get | 14. off | 14. cold | 14. keep |
| 15. big | 15. now | 15. say | 15. dear | 15. less |
| 16. little | 16. out | 16. ball | 16. fast | 16. long |
| 17. to | 17. ran | 17. gril | 17. gave | 17. much |
| 18. go | 18. saw | 18. just | 18. give | 18. pick |
| 19. play | 19. she | 19. know | 19. goes | 19. show |
| 20. not | 20. too | 20. live | 20. glow | 20. flow |
| 21. run | 21. was | 21. next | 21. kind | 21. warm |
| 22. look | 22. who | 22. once | 22. made | 22. about |
| 23. at | 23. yes | 23. stop | 23. many | 23. above |
| 24. you | 24. good | 24. take | 24. only | 24. below |
| 25. a | 25. have | 25. them | 25. pulls | 25. carry |
| 26. help | 26. into | 26. then | 26. read | 26. clean |
| 27. me | 27. like | 27. time | 27. sing | 27. drink |
| 28. where | 28. name | 28. took | 28. tell | 28. light |
| 29. is | 29. ride | 29. walk | 29. upon | 29. never |
| 30. it | 30. said | 30. when | 30. very | 30. shall |
| 31. one | 31. same | 31. again | 31. wash | 31. start |
| 32. two | 32. that | 32. could | 32. wish | 32. stood |
| 33. three | 33. they | 33. first | 33. work | 33. today |
| 34. red | 34. this | 34. funny | 34. bring | 34. better |
| 35. blue | 35. want | 35. eight | 35. found | 35. myself |
| 36. yellow | 36. went | 36. nine | 36. sleep | 36. together |
| 37. green | 37. what | 37. ten | 37. small | 37. afternoon |
| 38. orange | 38. will | 38. going | 38. these | 38. difficult |
| | 39. with | 39. thank | 39. those | |
| | 40. four | 40. there | 40. world | |
| | 41. five | 41. thing | 41. around | |
| | 42. six | 42. think | 42. before | |
| | 43. seven | 43. put | 43. does | |
| | 44. happy | 44. were | 44. own | |
| | 45. please | 45. every | 45. right | |
| | 46. black | 46. friend | 46. their | |
| | 47. purple | | 47. which | |
| | 48. brown | | 48. would | |
| | 49. white | | 49. write | |
| | | | 50. always | |
| | | | 51. because | |

*These words are the most commonly used words in the primary grades. They should be instantly recognized. They can be used for activities included in this handbook.

Appendix 4

Task Cards for Writing

Objective: Children use these mini activities to develop writing skills

Procedure:

Teacher writes these activities on cards to incorporate into learning center and use as needed.

1. Birthday Task
   a. Write your birth date
   b. Describe the season in which you were born
   c. Find and draw your zodiac sign. Look up your horoscope in the paper
   d. Write a paragraph about your "special day"

2. Look in the dictionary to find the longest word you can. Ask a friend to the same thing. Write your words and compare them

3. Write at least ten words that describe winter. Suggestions:
   adjectives clothing holidays sports
   Use your words in a story

4. Make your own job description riddles and ask a friend to guess who you are. Suggestions: postman, plumber, bus driver, nurse, teacher, gardener, principal, waiter, grocer, beautician, electrician, doctor

5. Write ten sentences using the past tense of these verbs:
   fly, sing, swim, give, read, write

6. Write some silly statements and ask a friend to tell you what is wrong with each statement.
   Example: I got up this morning and washed my bed.

7. Make these adjectives into nouns by adding the suffix "ness"
   good, sweet, wrong
   Use the words in sentences

8. Find the first animal listed in the dictionary. Find the last animal listed in the dictionary. Write three sentences about each animal.

9. Find a word in the dictionary. Write only the definition of the word and ask a friend to guess the word

10. Write as many words as you can think of that rhyme with:

| | | | |
|---|---|---|---|
| hat | dog | big | care |
| can | tear | pot | jolly |
| deep | sad | back | pick |

Race with a friend to see who can write the most words

11. List three things you like about school. List three things you don't like about school. Write a story about a "perfect school day".

12. Look in a textbook and find:
    a. three words that hac two e's
    b. three words that have two o's
    c. three words that have two l's
    Write the words and use them in sentences

13. Look in the dictionary to find at least three definitions for each word. scale, trunk, band
    Use the words in sentences

14. Write ten words ending in "ed." Write ten words ending in "ing"

15. Write sentences using these prepositions. of, over, to, up, upon, after, around, by

16. Write a paragraph describing one of your classmates

17. Write a paragraph describing your teacher

18. Write ten words that begin with "un"

19. Look in the dictionary and find a word for each letter of the alphabet. Choose only words that are illustrated in your dictionary. Make your own dictionary by listing the words and copying the illistration.

20. Choose five words from your science unit. Choose five words from your social studies unit. Write a word puzzle using these ten words

21. Write a sentence in which no word has an "e".

22. Write a "scientific" explanation of why Vulcan blood is green

23. "Bzzz!" Make a list of all the words you can think of that name a kind of noise. Then write a noisy story using all the noisy words.

24. Ice Cream Stories
    a. Climb an ice cream mountain. What happens on your trip? What will you find at the top?

    b. What happened the day the freezer at the ice cream store broke down.

    c. All the ice cream cones are broken. What will the store owner do?

    d. Suddenly your ice cream cone began talking! What did it say?

    e. Invent a new ice cream flavor. Write a letter to an ice cream company. Try to sell them your flavor.

25. Shorty, short story starters:

a. I opened the door. There stood a _____

b. When I got off the bus, I saw a small package in the street. I picked it up and _____

c. I like to go visit Grandma, but yesterday_____

d. It would have been better today if I had stayed in bed _____

e. I became invisible when _____

f. If I had ten dollars to spend, I'd_____

Appendix 5

Additional Ideas for Creative Writing

1. Have children place 3 unrelated objects in a paper bag and trade bags with a friend. Have each write a story that connects all three objects.

2. Spectulate about an old hat (or sweater or coat). Encourage children to talk about the kind of person who might have owned it. Write a paragraph describing this person.

3. Bring to class a kitchen gadget with which the children may not be familiar. Pass the item around so that the children can examine it closely. Then ask them to write a paragraph telling what it is and how it's used. After children share their paragraphs, demonstrate actual function of gadget.

4. Have a 10 minute writing time each day. Suggest that students keep a diary. Students might comment on the weather, the day's activities, fantasize, or just write "my name is Joe Brown" over and over until ideas come.

   Stress complete sentences and good choice of words.

5. Have a "Silent Hour" or "Silent Day". Absolutely no conversations allowed. Students must write any communications.

6. Place story starters, or titles, or endings, in a coffee can or Pringles can which has been covered with contac and appropriately labeled or decorated.

7. Help children develop sensory language by answering such questions as:

   a. How does a raindrop taste?
   b. How does your father look when he sleeps?
   c. What is the funniest thing you ever saw?
   d. How do you feel about the weather today?
   e. How does your best friend sound?
   f. How does a baby kitten feel?
   g. How many things can you think of that smell sweet? sour?
   h. How does a flower feel?
   i. How does cereal really sound?
   j. How does "red" taste?
   k. How do you feel when you see and hear an airplane take off?

   Have each student read his answer to the class. The class should then discuss additional words which could be used in addition to the speakers' to describe each situation.

8. After the students arrive and are seated, start a discussion about how movies and stories make us feel happy, sad, bored, etc. Discuss how music affects us in a similar way. Allow the students one or two minutes to get completely relaxed. Then play three or four different types of music. Have the students listen to the music for two minutes. The first minute should be spent just listening. The second minute should be used to record students thoughts. The following is a sample of the music which could be used.

   1. Montovani
   2. Kiss
   3. Statler Brothers
   4. New York Philharmonic

   A discussion should follow the recording of the descriptive words and phrases.

   1. Why did the music make you feel this way?
   2. Do mental pictures come to mind? If mental pictures do come to mind, have the students who wish to write their feelings on paper or record them on tape.

      Ask another class to listen to the music and read the responses to them. Have them try to match music with response.

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